

U.S. Department of Education

Washington, D.C. 20202-5335



APPLICATION FOR GRANTS UNDER THE

**SCHOOL LEADERSHIP PROGRAM GRANT APPLICATION
CFDA # 84.363A
PR/Award # U363A100082**

OMB No. 1894-0006, Expiration Date: 09/30/2011
Closing Date: APR 06, 2010

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by

e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

Version 02

| | | |
|--|--|-------------------|
| * 1. Type of Submission | * 2. Type of Application: * If Revision, select appropriate letter(s): | |
| <input type="checkbox"/> Preapplication | <input checked="" type="checkbox"/> New | |
| <input checked="" type="checkbox"/> Application | <input type="checkbox"/> Continuation | * Other (Specify) |
| <input type="checkbox"/> Changed/Corrected Application | <input type="checkbox"/> Revision | |

| | |
|---------------------|--------------------------|
| * 3. Date Received: | 4. Applicant Identifier: |
| 4/6/2010 | |

| | |
|--------------------------------|---------------------------------|
| 5a. Federal Entity Identifier: | * 5b. Federal Award Identifier: |
| | N/A |

State Use Only:

| | |
|----------------------------|----------------------------------|
| 6. Date Received by State: | 7. State Application Identifier: |
| | |

8. APPLICANT INFORMATION:

* a. Legal Name: Western Michigan University

| | |
|---|---------------------------|
| * b. Employer/Taxpayer Identification Number (EIN/TIN): | * c. Organizational DUNS: |
| 386007327 | 622364479 |

d. Address:

| | |
|----------------------|-----------------------|
| * Street1: | 1903 W. Michigan Ave. |
| Street2: | |
| * City: | Kalamazoo |
| County: | |
| State: | MI |
| Province: | |
| * Country: | USA |
| * Zip / Postal Code: | 49008 |

e. Organizational Unit:

| | |
|--|------------------------|
| Department Name: | Division Name: |
| College of Education and Human Development | Educational Leadership |

f. Name and contact information of person to be contacted on matters involving this application:

| | | | |
|--------------|------|---------------|-------|
| Prefix: | Mrs. | * First Name: | Dania |
| Middle Name: | H | | |

* Last Name: Bazzi

Suffix: Ph.D

Title: Research and Program Officer

Organizational Affiliation:

Office of the Vice President for Research

* Telephone Number: (269)387-8280

Fax Number:

* Email: OVPR-GRANTS@WMICH.EDU

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.363A

CFDA Title:

School Leadership Program Grant Application

*** 12. Funding Opportunity Number:**

ED-GRANTS-020510-001

Title:

School Leadership Grant Program FY 2010

13. Competition Identification Number:

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

*** 15. Descriptive Title of Applicant's Project:**

Learning-Centered Leadership Development Program for Practicing and Aspiring Principals

Attach supporting documents as specified in agency instructions.

Attachment:

Title :

File :

Attachment:

Title :

File :

Attachment:

Title :

File :

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant: MI-006

* b. Program/Project: MI-006

Attach an additional list of Program/Project Congressional Districts if needed.

Attachment:

Title :

File :

17. Proposed Project:

* a. Start Date: 10/1/2010

* b. End Date: 10/1/2015

18. Estimated Funding (\$):

| | |
|----------------------|------------|
| a. Federal | \$ 3527438 |
| b. Applicant | \$ |
| c. State | \$ |
| d. Local | \$ |
| e. Other | \$ |
| f. Program Income | \$ |
| g. TOTAL | \$ 3527438 |

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on 4/6/2010.

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.)**

Yes No

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

| | | | |
|--------------|----------|---------------|--------|
| Prefix: | Dr. | * First Name: | Daniel |
| Middle Name: | M | | |
| * Last Name: | Litynski | | |
| Suffix: | Ph.D | | |

Title: Vice President of Research, Western Michigan University

* Telephone Number: (269)387-8289 Fax Number: (269)387-8276

* Email: OVPR-GRANTS@WMICH.EDU

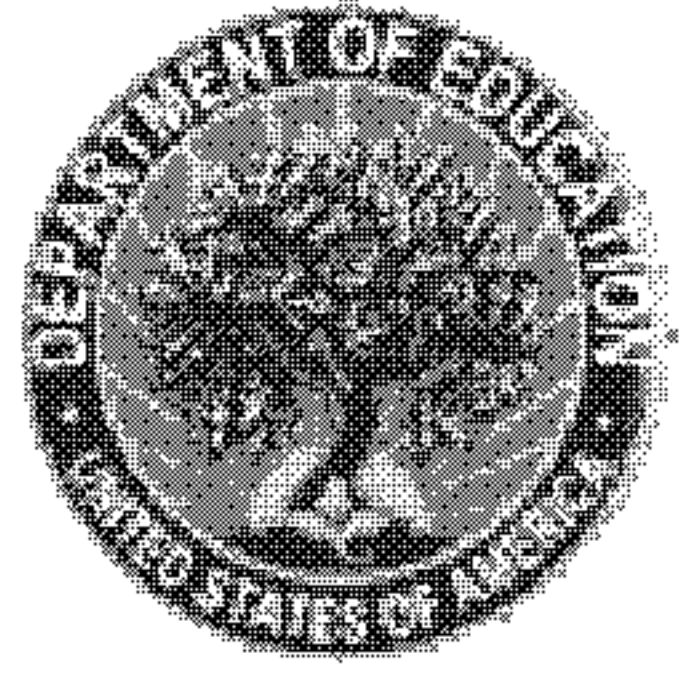
* Signature of Authorized Representative: * Date Signed:

Application for Federal Assistance SF-424

Version 02

*** Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.



U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
Western Michigan University

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS

| Budget Categories | Project Year 1(a) | Project Year 2 (b) | Project Year 3 (c) | Project Year 4 (d) | Project Year 5 (e) | Total (f) |
|-----------------------------------|-------------------|--------------------|--------------------|--------------------|--------------------|--------------|
| 1. Personnel | \$ 308,754 | \$ 319,504 | \$ 330,680 | \$ 342,299 | \$ 354,379 | \$ 1,655,616 |
| 2. Fringe Benefits | \$ 76,359 | \$ 80,029 | \$ 83,874 | \$ 87,901 | \$ 92,121 | \$ 420,284 |
| 3. Travel | \$ 27,250 | \$ 28,960 | \$ 21,872 | \$ 32,715 | \$ 34,959 | \$ 145,756 |
| 4. Equipment | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 |
| 5. Supplies | \$ 29,000 | \$ 14,205 | \$ 15,095 | \$ 16,064 | \$ 17,118 | \$ 91,482 |
| 6. Contractual | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 |
| 7. Construction | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 |
| 8. Other | \$ 35,000 | \$ 35,550 | \$ 36,150 | \$ 36,807 | \$ 37,524 | \$ 181,031 |
| 9. Total Direct Costs (lines 1-8) | \$ 476,363 | \$ 478,248 | \$ 487,671 | \$ 515,786 | \$ 536,101 | \$ 2,494,169 |
| 10. Indirect Costs* | \$ 38,109 | \$ 38,260 | \$ 39,014 | \$ 41,263 | \$ 42,888 | \$ 199,534 |
| 11. Training Stipends | \$ 174,260 | \$ 177,383 | \$ 156,639 | \$ 165,443 | \$ 160,010 | \$ 833,735 |
| 12. Total Costs (lines 9-11) | \$ 688,732 | \$ 693,891 | \$ 683,324 | \$ 722,492 | \$ 738,999 | \$ 3,527,438 |

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

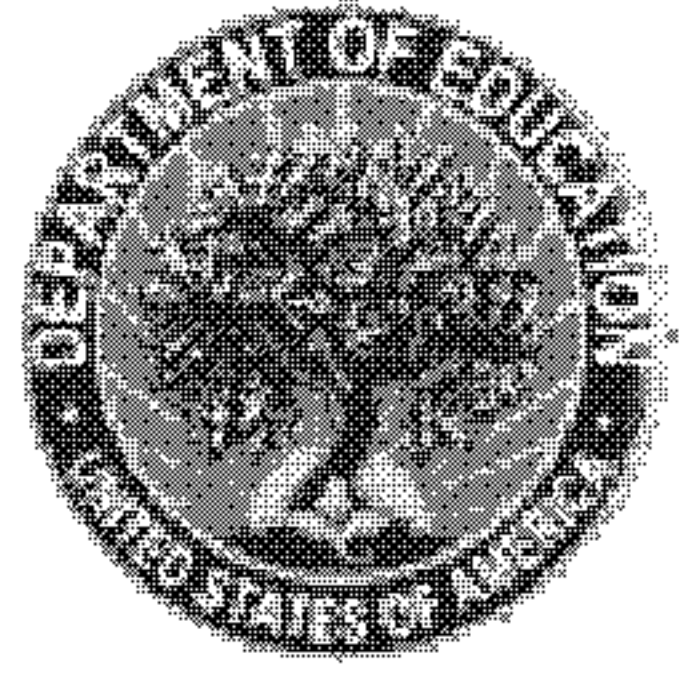
(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2009 To: 6/30/2013 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): Department of Health and Human Services The Indirect Cost Rate is 49%

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8%



U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
Western Michigan University

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

| Budget Categories | Project Year 1(a) | Project Year 2 (b) | Project Year 3 (c) | Project Year 4 (d) | Project Year 5 (e) | Total (f) |
|--------------------------------------|-------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------|
| 1. Personnel | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 |
| 2. Fringe Benefits | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 |
| 3. Travel | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 |
| 4. Equipment | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 |
| 5. Supplies | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 |
| 6. Contractual | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 |
| 7. Construction | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 |
| 8. Other | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 |
| 9. Total Direct Costs (lines 1-8) | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 |
| 10. Indirect Costs | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 |
| 11. Training Stipends | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 |
| 12. Total Costs (lines 9-11) | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 |

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev.7-97)

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. "4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. "1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. '794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. "276a to 276a-7), the Copeland Act (40 U.S.C. '276c and 18 U.S.C. "874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. " 327-333), regarding labor standards for federally assisted construction sub-agreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. "1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. "7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. "1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance

of 1975, as amended (42 U.S.C. " 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) " 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. " 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. ' 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. "1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. '470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. "469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. "2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. "4801 et seq.) which prohibits the use of lead- based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

Signature of Authorized Certifying Representative:

Name of Authorized Certifying Representative: Daniel M. Litynski

Title: Vice President for Research

Date Submitted: 04/06/2010

Disclosure of Lobbying Activities

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352

| | | |
|---|---|---|
| 1. Type of Federal Action: <input type="checkbox"/> Contract <input type="checkbox"/> Grant <input type="checkbox"/> Cooperative Agreement <input type="checkbox"/> Loan <input type="checkbox"/> Loan Guarantee <input type="checkbox"/> Loan Insurance | 2. Status of Federal Action: <input type="checkbox"/> Bid/Offer/Application <input type="checkbox"/> Initial Award <input type="checkbox"/> Post-Award | 3. Report Type: <input type="checkbox"/> Initial Filing <input type="checkbox"/> Material Change For Material Change only: Year: 0 Quarter: 0 Date of Last Report: |
| 4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier, if known: 0 Name: Address: City: State: Zip Code + 4: - Congressional District, if known: | 5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime: Name: Address: City: State: Zip Code + 4: - Congressional District, if known: | |
| 6. Federal Department/Agency: | 7. Federal Program Name/Description: CFDA Number, if applicable: | |
| 8. Federal Action Number, if known: | 9. Award Amount, if known: \$0 | |
| 10. a. Name of Lobbying Registrant (if individual, last name, first name, MI): Address: City: State: Zip Code + 4: - | b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI): Address: City: State: Zip Code + 4: - | |
| 11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. | Name: Daniel M. Litynski Title: Vice President for Research Applicant: Western Michigan University Date: 03/17/2010 | |
| Federal Use Only: | | Authorized for Local Reproduction Standard Form LLL (Rev. 7-97) |

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements.

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal Loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance.

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee or any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

APPLICANT'S ORGANIZATION

Western Michigan University

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Dr. First Name: Daniel Middle Name: M

Last Name: Litynski Suffix: PhD

Title: Vice President for Research

Signature: _____

Date:

04/06/2010

Section 427 of GEPA

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P. L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1894-0005**. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4537.

Applicants should use this section to address the GEPA provision.

Attachment:

Title : GEPA Guidance

File : C:\fakepath\GEPA Guidance.doc

Response to Section 427 of GEPA Guidance

Among the project staff will be those people who are members of groups that have traditionally been under-represented based on race, color, national origin, gender, and age. The participants in the proposed project will include traditionally under-represented minority groups from the participating high-need school districts. We will work with superintendents of the participating school districts to make sure that minority and female participants are among the participants. The project will also benefit all students, particularly those disadvantaged students in high-need schools.

We will also disseminate the information about what we learned in conducting the project via web, professional conferences and journals. Thus, the information will be accessible to many groups of people and useful for improving high-need schools and school districts where members of under-represented groups are usually concentrated. Therefore, the proposed project is consistent with Section 427 of GEPA guidance

**SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS**

1. Project Director:

| | | | | |
|---------|---------------|--------------|--------------|---------|
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2. Applicant Experience

Novice Applicant Yes No Not applicable

3. Human Subjects Research

Are any research activities involving human subjects planned at any time during the proposed project period?

Yes No

Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:

No Provide Assurance #, if available: Pending

Please attach an explanation Narrative:

Attachment:

Title : Human Subjects
 File : C:\fakepath\HSIRB Approval.doc



HSIRB Approval

The procedure for dealing with human subjects will be submitted to the Human Subjects Institutional Review Board at Western Michigan University for approval before any research and evaluation activities.

Project Narrative

Abstract

Attachment 1:

Title: **Abstract** Pages: **1** Uploaded File: **Abstract.pdf**

Learning-Centered Leadership Development Program for Practicing and Aspiring Principals

Project Abstract

Western Michigan University (WMU) and 12 eligible, high-need school districts in Michigan propose to conduct the **Learning-Centered Leadership Development** for 50 practicing and 50 aspiring principals, with each pair of practicing and aspiring principals recruited from the same school to facilitate the project activities. The proposed project improves participants' leadership and, ultimately, student achievement. Needs assessment of the districts and schools indicate an urgent need for improving aspiring and practicing principals' leadership.

The proposed **Learning-Centered Leadership Development Program** is research-based, job-embedded, and results-oriented. Based on empirical research on the relationship between principal leadership and student achievement, such as the balanced leadership by Waters, Marzano, and McNulty (2003) and more than 20 other high-quality empirical studies, the proposed project focuses on the following seven dimensions of principals' work that are empirically associated with higher student achievement: (a) inspirational agency for school renewal, (b) orderly school operation, (c) high, cohesive, and culturally relevant expectations for students, (d) coherent curricular programs, (e) distributive and empowering leadership, (f) real-time and embedded instructional assessment, and (g) data-informed decision-making. The seven modules, based on each of the seven dimensions, will constitute an intensive 30-month program. For each module, participants will attend two and a half days of face-to-face learning activities, receive two days of mentoring, work with the school's stakeholders and the mentor to plan and implement at least one renewal activity for each module, and engage in learning community activities. The activities are job-embedded and take into account theories of adult learning. Therefore, the proposed program focuses on those important leadership dimensions that are empirically associated with higher student achievement. With the sufficient level of quality, intensity and duration, the proposed project will have a significant impact on principals, teachers, schools, and student achievements.

The proposed project will conduct both traditional evaluation activities and an experimental design. For traditional evaluation activities, we will evaluate each module, each participant's Leadership Portfolio and each mentor's log, as well as other evidence. For the experimental design, we will randomly assign 50 pairs of practicing and aspiring principals (each pair from the same school) into two cohorts. The first cohort will receive the treatment during the first 30 months, and we will use the strategy of delaying treatment for the second cohort to create the experimental and control groups. The impact of the project will be evaluated by analyzing data collected using four well-established instruments as well as student achievement data.

The proposed project will validate a curriculum to improve principal leadership to enhance student achievement. It will not only benefit the participating districts, but also provide a validated curriculum for Michigan Department of Education, Michigan Association of Secondary School Principals, and Michigan Elementary and Middle School Principals Association for state-wide training. Please refer to Appendix 3 for letters of support and commitment. The lead applicant, Western Michigan University, is one of the 76 public universities "with high research activity. It is one of the top ten producers of both teachers and school administrators in the country. The participating school districts meet the eligibility by having a census poverty rate of 20% or more [(a)(2)] and a high percentage of teachers on emergency, provisional, and temporary certification and licensing [(b)(2)]. The proposed project also addresses the three invitational priorities.

Project Narrative

Quality of Project Design (45 points)

The Secretary considers the quality of the design of the proposed project. In determining the quality of the design of the proposed project, the Secretary considers the following factors:

- 1. The extent to which there is a conceptual framework underlying the proposed research or demonstration activities and the quality of that framework.**
- 2. The extent to which the proposed activities constitute a coherent, sustained program of training in the field.**
- 3. The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students.**
- 4. The extent to which the design for implementing and evaluating the proposed project will result in information to guide possible replication of project activities or strategies, including information about the effectiveness of the approach or strategies employed by the project.**
- 5. The extent to which project participants are to be selected on the basis of academic excellence.**

Attachment 1:

Title: **Design** Pages: **23** Uploaded File: **Design.pdf**

A. Quality of the project design (45 points)

1. The extent to which there is a conceptual framework underlying the proposed research or demonstration activities and the quality of that framework.

Western Michigan University (WMU) and 12 eligible, high-need public school districts in Michigan propose to conduct the ***Learning-Centered Leadership Development Program for Practicing and Aspiring Principals*** to work with 50 pairs of practicing and aspiring principals (with each pair from the same school and a total of 100 participants) over the five-year period. The program focuses on student achievement, instructional leadership, school management, and healthy school culture, as required by the RFP. The ***Learning-Centered Leadership Development Program*** will engage practicing and aspiring principals in the learning and practice of seven dimensions of principal leadership that are empirically related to higher student achievement. The seven dimensions are based on extensive empirical search. The learning and practice of school leadership is based on a model of professional development, including knowing what is important and why, how to do it, what to look for as to results, and how to make adjustments. Our proposed project meets the requirement for eligibility and the three invitational priorities. Please see Appendix 1 for eligibility and Appendix 2 for the letters of support from the participating school districts.

The proposed project has a solid conceptual framework which consists of two major elements. ***The first element*** is the seven dimensions of school principalship that is empirically associated with improving student achievement. As the literature review will indicate in the following, the proposed project focuses on seven dimensions of principalship that research indicates are associated with enhanced student achievement. ***The second element*** of the conceptual framework is the theory of learning and practice for adults in a complex organization. Also based on the literature, the learning activities for participants range from knowing what is

important and why (experiential), to what to do (declarative), to how to do it (procedural), to when to do it (contextual), and to what to look for as to results and how to make adjustments (evidential) (adapted from Waters, Marzano, & McNulty, 2003).

The first element of the conceptual framework for Learning-Centered Leadership

Development Program: The Seven Modules as the Content. The proposed program is based on current knowledge from research and effective practice. It focuses on seven dimensions of principal leadership that are empirically related to higher student achievement. Principals, particularly those in high-need schools, face intensive pressure to raise student achievement. It has been increasingly argued that the main responsibility of school leadership is the improvement of teaching and student learning (cited in Spillane, 2003).

Principals make a difference in student learning (e.g., Bossert, Dwyer, Rowan, & Lee, 1982; Goldring & Pasternak, 1994; Hallinger & Heck, 1996; Heck, Larson, & Marcoulides, 1990; Heck & Marcoulides, 1992; Knuth & Banks, 2006; Leithwood, Louis, Anderson, & Wahlstrom, 2004; Marcoulides & Heck, 1993; Marzano, Water, & McNulty, 2005; Owings, Kaplan, & Nunnery, 2005; Waters & Kingston, 2005). However, the validity of the existing mechanisms for developing, certifying, and credentialing principals needs improvement. It is fair to say that one shortcoming of the current paradigm of principal preparation is that the focus is more on general leadership characteristics and management functions than on leadership behaviors related to student achievement. Based on the Balanced Leadership study and 25 additional high-quality studies, as well as our 5-million-dollar projects funded by the US Department of Education and The Wallace Foundation, we developed the ***Learning-Centered Leadership Development Program for Practicing and Aspiring Principals***. We will use this intervention program to work with participants on seven dimensions of principal leadership that are empirically related to higher student achievement (Table 1).

Table 1. Research Base for the Seven Dimensions of Principal Leadership That Are Empirically Associated With Increased Student Achievement (the First Element of the Conceptual Framework for the Proposed Project)

| Dimensions | Elements in Marzano's Balanced Leadership | Elements in Other Research |
|--|---|---|
| <p>A. Inspirational agency for school renewal</p> | <ul style="list-style-type: none"> • Affirmation • Change agent • Optimizer • Flexibility • Intellectual stimulation | <ul style="list-style-type: none"> • Self-efficacy (Smith, Guarino, Strom, & Adams, 2006), self-confidence, responsibility, and perseverance; rituals, ceremonies, and other symbolic actions (Cotton, 2003) • Principal leadership makes a difference when influencing internal school process such as school policies and norms, the practices of teachers, and school goals (Crum & Sherman, 2008; Hallinger & Heck, 1996) • The integration of transformational and shared instructional leadership (Marks & Printy, 2003) • Visibility (Witziers, Bosker, & Kruger, 2003) • Purposes and goals (Leithwood & Jantzi, 1999) • Encouraging teachers to take risks and try new teaching methods (Sebring & Bryk, 2000) |
| <p>B. Orderly school operation</p> | <ul style="list-style-type: none"> • Order • Communication • Discipline | <ul style="list-style-type: none"> • Safe and orderly school environment; positive and supportive school climate; communication and interaction; interpersonal support (Cotton, 2003) • Governance (Heck, 1992; Heck & Marcoulides, 1993) • Planning; structure and organization (Leithwood & Jantzi, 1999) • Minimize classroom disruptions (Sebring & Bryk, 2000) |
| <p>C. High, cohesive, and culturally relevant expectations for students</p> | <ul style="list-style-type: none"> • Culture • Focus • Outreach • Ideals/beliefs | <ul style="list-style-type: none"> • Goals focused on high levels of student learning; high expectations of students; community outreach (Cotton, 2003) • Climate (Digiorgio, 2008; Heck, 1992; O'Donnell & White, 2005) • Leadership of parents is positively associated with student achievement (Pounder, 1995) • School mission, teacher expectation, school culture (Hallinger & Heck 1996) • Defining and communicating mission; achievement orientation (O'Donnell & White, |

| Dimensions | Elements in Marzano's Balanced Leadership | Elements in Other Research |
|---|---|---|
| | | 2005; Witziers, Bosker, & Kruger, 2003) <ul style="list-style-type: none"> • Culture (Leithwood & Jantzi, 1999) • Collective efficacy (Goddard, 2001; Goddard, Hoy, & Hoy, 2000; Manthey, 2006) • Collective responsibility (Lee & Smith, 1996) • Culturally relevant pedagogy (Boykin & Cunningham, 2001; Dill & Boykin, 2000; Ladson-Billings, 1994, 1995a, 1995b, 1998) |
| D. Coherent curricular programs | <ul style="list-style-type: none"> • Curriculum, instruction, assessment • Knowledge of curriculum, instruction, and assessment | <ul style="list-style-type: none"> • Instructional organization (Hallinger & Heck, 1996; Heck, 1992; Heck & Marcoulides, 1993) • The integration of transformational and shared instructional leadership (Marks & Printy, 2003) • Supervising and evaluating the curriculum; coordinating and managing curriculum (Witziers, Bosker, & Kruger, 2003) • Instructional program coherence (Newmann, Smith, Allensworth, & Bryk, 2001) |
| E. Distributive and empowering leadership | <ul style="list-style-type: none"> • Input • Resources • Visibility • Contingent reward • Relationship | <ul style="list-style-type: none"> • Shared leadership and staff empowerment; visibility and accessibility; teacher autonomy; support for risk taking; professional opportunities and resources (Cotton, 2003) • Cultivating teacher leadership for school improvement; shared instructional leadership (Marks & Printy, 2003) • Promoting school improvement and professional development (Witziers, Bosker, & Kruger, 2003) • Teacher empowerment (Louis & Marks, 1997) • Professional community (Louis, Marks, Kruse, 1996; Marks & Louis, 1997; Spillane, Shalveson, & Diamond, 2001) • Social trust (Sebring & Bryk, 2000) |
| F. Real-time and embedded instructional assessment | <ul style="list-style-type: none"> • Curriculum, instruction, assessment • Knowledge of curriculum, instruction, and assessment | <ul style="list-style-type: none"> • Instructional leadership; classroom observation and feedback to teachers (Cotton, 2003) • Instructional organization (Hallinger & Heck 1996; Heck, 1992; Heck & Marcoulides, 1993) • The integration of transformational and shared instructional leadership (Marks & Printy, 2003) |

| Dimensions | Elements in Marzano's Balanced Leadership | Elements in Other Research |
|--|---|--|
| | | <ul style="list-style-type: none"> • Monitoring student progress (Witziers, Bosker, & Kruger, 2003) • Instructional program coherence (Newmann, Smith, Allensworth, & Bryk, 2001) |
| G. Data-informed decision-making | <ul style="list-style-type: none"> • Monitors/evaluates • Situational awareness | <ul style="list-style-type: none"> • The practice of teachers; student opportunity to learn; academic learning time (Hallinger & Heck 1996) • Supervising and evaluating the curriculum (Witziers, Bosker, & Kruger, 2003) • Information collection (Celio & Havey, 2005; Leithwood & Jantzi, 1999; Shen & Cooley, 2008; Shen et al., in press) • Organizational learning (Mark, Louis, & Printy, 2000). |

The content provided in Table 1 illustrates that the seven dimensions of the *Learning-Centered Leadership Development Program* represent current knowledge from research and best practices. The seven dimensions of principal leadership are based on two streams of literature. The first stream includes large-scale meta-analyses, such as those by Marzano, Waters, and McNulty (2005) and Cotton (2003). These are quality syntheses of the literature on the relationship between principal leadership and student achievement. However, meta-analyses use original studies as data sources and, therefore, have requirements for the type of studies that are included in the meta-analyses. Meta-analyses have limitations in terms of what studies are included. Thus, the second stream of our literature includes those recent, influential studies that were not included in the meta-analyses. We included research ideas such as the integration of transformational and shared instructional leadership (Marks & Printy, 2003), collective efficacy (Goddard, 2001; Goddard, Hoy, & Hoy, 2000; Manthey, 2006), collective responsibility (Lee & Smith), culturally relevant pedagogy (Boykin & Cunningham, 2001; Dill & Boykin, 2000; Kadson-Billings, 1994, 1995a, 1995b, 1998), instructional program coherence (Newmann, Smith, Allensworth, & Bryk, 2001), professional community (Louis, Marks, & Kruse, 1996; Marks &

Louis, 1997), social trust (Sebring & Bryk, 2000), and organizational learning (Mark, Louis, & Printy, 2000). By utilizing the research findings from the empirical studies, the developed program reflects comprehensive, up-to-date knowledge from research and effective practice.

The second element of the conceptual framework for Learning-Centered Leadership Development Program: The five-level-of-learning process to engage practicing and aspiring principals in school renewal in a complex system. In the foregoing, we discussed the seven modules as the content for the *Learning-Centered Leadership Development Program*. In this section, we will discuss the five-level-of-learning process to conduct the learning activities, which is the second element of the conceptual framework for the proposed project. The following table illustrates how we intend to conduct the program.

Table 2. Levels of Learning: A Seamless, Actions-oriented Approach (the Second Element of the Conceptual Framework for the Proposed Project)

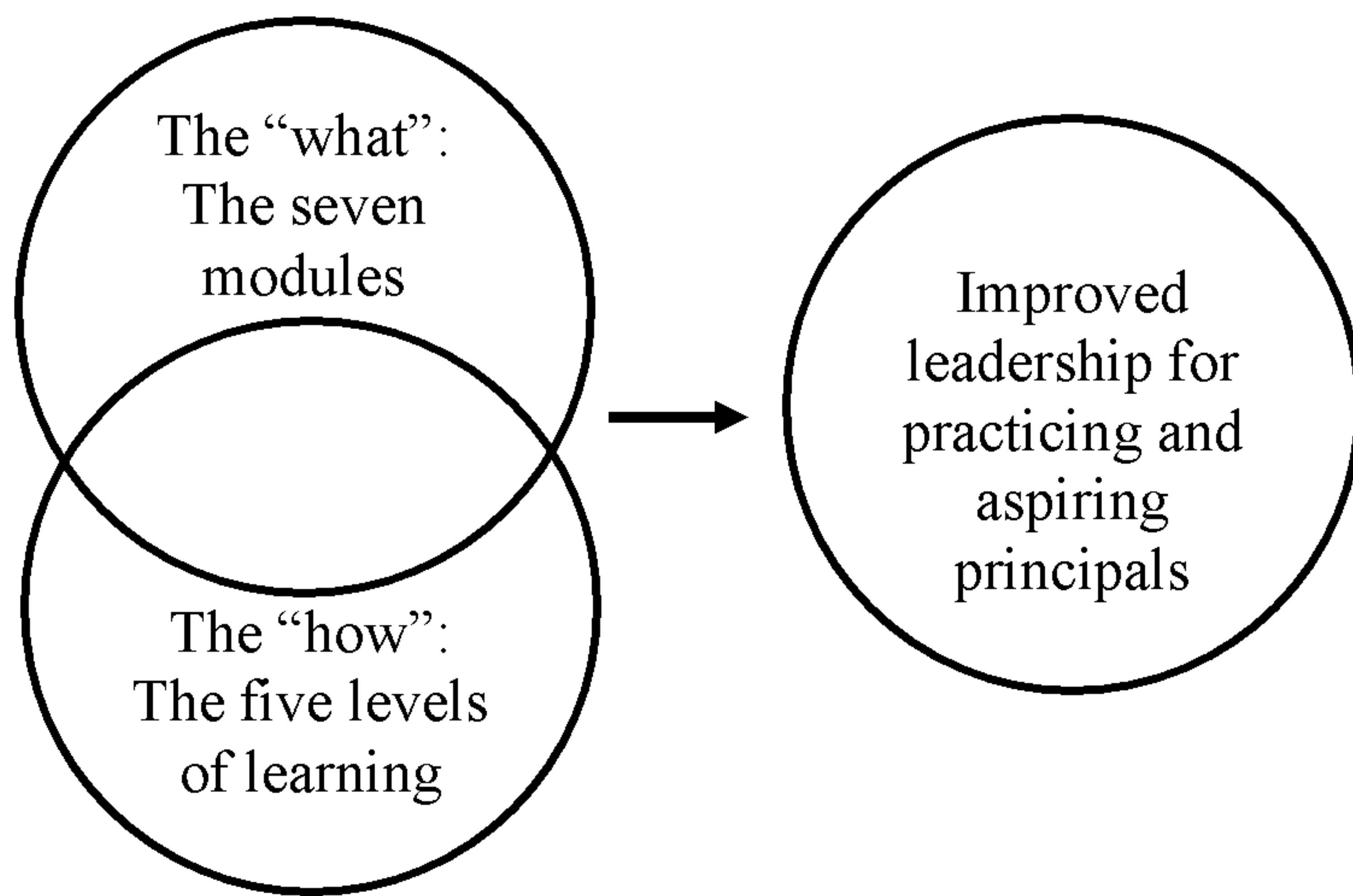
| Five Levels of Learning | 2.5 Days of Training for Each Module | Mentoring and Developing the Renewal Activities with Stakeholders | Mentoring and Implementing the Renewal Activities with stakeholders | Learning & Sharing |
|---|---|--|--|-------------------------------|
| Experiential (knowing what is important and why) | X | | | |
| Declarative (knowing what to do) | X | | | |
| Procedural (knowing how to do it) | | X | X | |
| Contextual (knowing when to do it) | | | X | |
| Evidential (knowing what to look for as to results and how to make adjustments) | | | | X |

There will be four major groups of learning activities for the participants. First, each participant will participate in a two-and-a-half-day workshop for each of the seven dimensions of principal leadership (each workshop is a distinct module focusing on one leadership dimension). The workshops will take into account the theories of adult learning. Second, as an extension of each workshop, each pair of practicing and aspiring principals (from the same school), together with a mentor and the school's stakeholders, will examine and reflect upon the practice of that leadership dimension in the school. The pair of practicing and aspiring principals will then develop at least one renewal activity related to each dimension. For example, as related to the module on *data-informed decision-making*, a pair of practicing and aspiring principals might begin or modify the use of data while observing teachers as part of the instructional supervision and evaluation process. Third, based on the development work in the previous point, the pair of practicing and aspiring principals will implement, in partnership with the school's stakeholders and the mentor, at least one renewal activity for each of the seven modules. Finally, the participants, the project staff, and mentors will form a learning community, sharing and reflecting upon their thinking and actions.

As illustrated in Table 2 and the four learning activities discussed in the previous paragraph, the continuum of four major learning activities differs from the usual practice of professional development. First, the proposed activities focus on knowledge and skills at different levels, ranging from (a) *experiential*, to (b) *declarative*, (c) *procedural*, (d) *contextual*, and (e) *evidential*. Second, the proposed activities are action-oriented and job-embedded. With the support of a mentor, the school's stakeholders and the project staff, each pair of practicing and aspiring principals will plan and actually implement renewal activities in their own school. Third, the proposed activities are results-oriented. Working with the participants, the evaluation component of the project will investigate the outcome of renewal activities participants choose to implement.

In summary, there are two elements of the conceptual framework for the proposed project, with a purpose to connect the content (“what”) with the process (“how”) so that the proposed project will make its impact on practicing and aspiring principals, teachers and schools, and ultimately students. The following is a schematic presentation of the conceptual framework of the project (Figure 1)

Figure 1. A Schematic Presentation of the Conceptual Framework of the Project



Details of the Proposed Project

As an operation of the two elements of the conceptual framework, we will discuss in the following, the details of the proposed project.

Specified and Measurable Goals of the Project. Please see the following.

Table 3. Specified and Measurable Goals of the Project

| Dimensions | Goals |
|---|---|
| A. Inspirational agency for school renewal | <ul style="list-style-type: none"> ● Adjust leadership approaches to fit the current reality ● Engage in school renewal activities ● Recognize success and failure ● Ensure teachers are aware of most recent best practice |
| B. Orderly school operation | <ul style="list-style-type: none"> ● Adhere to standard operating procedures ● Communicate well with teachers and students ● Reduce factors that detracts teachers from their teaching ● Develop a positive and supportive school climate |
| C. High, cohesive and culturally | <ul style="list-style-type: none"> ● Foster a collective efficacy for students ● Establish clear goals for students |

| | |
|---|---|
| relevant expectations for students | <ul style="list-style-type: none"> • Be an advocate to communicate the expectation with stakeholders • Demonstrate a strong belief in high expectations for students |
| D. Coherent curricular programs | <ul style="list-style-type: none"> • Be actively involved in curriculum-related activities • Work with teachers to align the standards and curriculum • Visit classrooms to supervise the implementation of the alignment • Ensure the coherence among various renewal initiatives in school |
| E. Distributive and empowering leadership | <ul style="list-style-type: none"> • Engage teachers in decision making • Promote quality interactions with teachers • Celebrate teachers’ accomplishments • Have good relationships with teachers • Secure sufficient resources for teachers’ work |
| F. Real-time and embedded instructional assessment | <ul style="list-style-type: none"> • Establish a formative assessment system consistent with the curriculum and the state’s accountability measures • Facilitate teachers’ use of formative assessment data in key subjects for diagnostic purpose • Promote the notion that assessment is part of instruction • Facilitate teacher growth via classroom observation and objective feedback |
| G. Data-informed decision making | <ul style="list-style-type: none"> • Develop a system to collect major streams of data on topics such as student achievement, instructional practice, and parent engagement • Know the status of the school based on data • Is able to analyze data and initiate first-order and second-order renewal activities • Is able to evaluate the impact of the renewal activities |

Objectives of the Project. The objectives are four-fold: (a) demonstrate learning in the Leadership Portfolio; (b) plan and implement at least one renewal activity for each module; (c) the renewal activities gradually move from first-order (i.e., “incremental”) to second-order (i.e., “deep”) change over the duration of the project (Marzano, Walters, and McNulty, 2005), and (d) share learning among the participants.

Outcomes of the Project. As part of the project evaluation, we will conduct rigorous analysis of the outcomes related to (a) principals, (b) school process and culture, and (c) student achievement. We expect to see significant improvement along these dimensions due to the intervention.

Table 4. How Will the Outcomes of the Program Be Measured?

| Outcomes | Instrument or Data Source |
|---|---|
| Statistically improved principal's leadership | Measured by Bass and Avolio's MLQ—The Multifactor Leadership Questionnaire; McRel's Balanced Leadership; University of Michigan's School Leader Questionnaire |
| Statistically improved school culture and process | Measured by the well-established and widely-used School Climate Survey |
| Statistically improved student achievement | Measured by student achievement in math and reading as reflected in MEAP (Michigan Educational Assessment Program) |

How to Conduct the Learning-Centered Leadership Development Program. Western Michigan University (WMU) has worked extensively with Michigan principals. In partnership with other organizations, it received funding from US Department of Education (2002-05), Michigan Department of Education (2005-06), and Wallace Foundation (2000-02, 2005-2010) to conduct professional development for practicing and aspiring principals. We have learned a great deal from these activities.

Members of the project team have also conducted extensive research on various aspects of principalship which informs the development of the program (e.g., Burt, Cooley, Shen, Reeves, Yuan, 2008; Cooley & Shen, 1999, 2000, 2003; Cooley, Shen, & Ruhl-Smith, 1998; Hsieh, & Shen, 1998; Keiser & Shen, 2000; Portin & Shen, 1998; Portin, Shen, & Williams, 1998; Rodriguez-Campo, Rincones-Gomez, & Shen, 2005, 2008; Ruhl-Smith, Shen, & Cooley, 1999; Ruhl-Smith, Smith, Cooley, & Shen, 2000; Shen, 2001; Shen et al., 2005; Shen & Cooley, 2008; Shen, Cooley, Ma, Reeves, Burt, Rainey, & Yuan, under review; Shen, Cooley, Reeves, Burt, Ryan, Rainey, & Yuan, in press; Shen, Cooley, & Wegenke, 2004; Shen & Crawford, 2003; Shen & Hsieh, 1999; Shen, Cooley, Ruhl-Smith, 1999; Shen, Cooley, Ruhl-Smith, & Keiser, 1999; Shen, Cooley, & Wegenke, 2004; Shen, Rodriguez-Campo, & Rincones-Gomez, 2000; Poppink & Shen, 2003; VanderJagt, Shen, & Hsieh, 2001).

The proposed project capitalizes on our learning and the needs of the participating, high-need school districts. We heard from the participating school districts during the needs assessment phase that learning-centered leadership development is sorely needed. The district also emphasizes the urgency of having professional development activities connected to higher student achievement. Therefore, the learning-centered program (a) incorporates current knowledge on principal leadership and student achievement and (b) focuses on working with practicing and aspiring principals on those seven dimensions of principal leadership that are empirically related to higher student achievement. The following illustrates how the program will be conducted.

Curriculum. As was discussed in the foregoing, the *Learning-Centered Leadership Development Program for Practicing and Aspiring Principals* focuses on the seven dimensions, based on empirical research and best practice that are associated with higher student achievement.

Participants. All together, 50 pairs of practicing and aspiring principals (i.e., 50 practicing principals, 50 aspiring principals, with a total of 100 participants) will participate in the training program over a five-year period. Practicing and aspiring principals will be recruited from the eligible high-need school districts. We will recruit from each school a pair of practicing and aspiring principals so that the practicing principal, the aspiring principal, and the mentor can form a team, an approach that (a) creates efficiency, (b) promotes the interaction of perspectives from the principal (the practicing principal), the teacher leader (the aspiring principal) and the mentor, and (c) facilitates the development and implementation of the renewal activities in the school. Selection criteria for practicing and aspiring principals will be discussed later in the proposal.

Duration of the Project. The 50 pairs of practicing and aspiring principals (a total of 100 participants with 50 practicing principals and 50 aspiring principals) will be randomly assigned into two cohorts. The first cohort, with 25 pairs of practicing and aspiring principals (a total of 50 participants with 25 practicing principals and 25 aspiring principals) will begin the 30-month

program from October 2010 to March 2013. Immediately after the first cohort finishes, the second cohort (a total of 50 participants with 25 practicing principals and 25 aspiring principals) will start their program from April 2013 to September 2015. Therefore, the proposed project will last five years, with the first 30 months dedicated to the first cohort and the second 30 months dedicated to the second cohort. As will be discussed in detail later in the proposal, the methodology of random assignment with delayed treatment allows us to have a rigorous design to investigate the impact of the program and provide evidence of internal validity. The 30-month program has the intensity, duration, and rigor to impact principals, teachers, schools, and student achievement.

Learning Activities. As discussed in the foregoing, there will be four major groups of learning activities for the participants: (a) each principal will participate in a two-and-a-half-day workshop for each of the seven dimensions of principal leadership (each workshop is a distinct module focusing on one leadership dimension); (b) as an extension of each workshop, each pair of practicing and aspiring principals, together with a mentor and the school's stakeholders, will examine the practice of that leadership dimension in the school, and develop at least one renewal activity related to each dimension; (c) working with the school's stakeholders and the mentor, each pair of practicing and aspiring principals will actually implement at least one renewal activity for each of the seven modules; (d) the participants, the project staff, and mentors will form a learning community (both on-line and face to face), sharing and reflecting upon their thinking and actions. The continuum of four major activities ranging from (a) *experiential*, to (b) *declarative*, (c) *procedural*, (d) *contextual*, and (e) *evidential* (adapted from Waters, Marzano, & McNulty, 2003).

Mentoring. Mentoring is important for professional development (Darling-Hammond et al., 2007; Wallace Foundation 2007). Five of the module developers and deliverers will mentor the participants. Each mentor will work with five pairs of practicing and aspiring principals. Please see the section on personnel for details. All mentors have had successful school leadership experience

in the K-12 setting. The arrangement that the mentors are among the team members to develop and deliver the modules help with the efficiency and effectiveness when we progress from the module development and delivery to planning and implementing renewal activities at the school. The mentors will participate in all learning activities for each module, and provide 14 days of mentoring to each pair of practicing and aspiring principals (two days for each of the seven modules) over the 2.5-year duration of the program.

On-line Learning Activities. This project will use advanced online communication technologies to help deliver interactive learning experiences for participants to acquire the knowledge and skills to participate in an on-line learning community. The on-line learning component is oriented toward three tasks: (a) participants will read, react to, and discuss the on-line reading materials on the research and best practices related to the seven modules; (b) each participant will develop an on-line leadership portfolio; and (c) participants will exchange their ideas on implementing one renewal activities for each module in their schools.

As to task (a) on on-line learning, we will use the existing advanced instructional technology at our university. For task (b) on on-line leadership portfolio, we will use the existing iWebfolio at our university. Electronic portfolios have gained popularity in education as a means of presenting collections of documents and resources. Electronic portfolios can assist in recording and archiving an individual's projects, interests, and accomplishments over a period of time. They also demonstrate one's competency in leadership, technology and effective communication by illustrating the participant's ability to create a customized experience for readers. The project will work with Adobe, Inc to provide free or substantial discounted access to Acrobat Pro to develop multimedia supported electronic portfolios including video, PowerPoint presentations, spreadsheet, PDFs, scanned awards and text-base documents as well as free access to Adobe Connect Now for video conferencing. Training will be provided by Dr. Robert Leneway,

Associate Professor of Educational Technology at Western Michigan University and an Adobe Educational Leader. As to task (c) on on-line communication, a free online educational network with an internal private group blog, such as Ning.com, will also be developed so that the participants will be able to react and discuss their renewal activities in their schools. The online component is a vehicle not only for delivering the program, but also for facilitating practicing and aspiring principals to demonstrate understanding and familiarity with the features and capabilities of technological programs and devices.

Assessment. The assessment for participants will be based on their performance. Each participant will develop a Leadership Portfolio that includes (a) their learning along each dimension of principal leadership, (b) their plan and implementation of the renewal activities, and (c) their reflections on the whole experience, including some data to document the results of their renewal activities. In addition, as will be discussed in detail, data on participant's leadership, school process, and student achievement will be collected for professional development and evaluation purposes.

Learning Communities. The project will form learning communities that include participants, mentors, and other project staff members, which is an effective strategy for professional development (Grossman & Wineburg, 1999; Grossman, Wineburg, & Woolworth, 2001). We will establish a virtual learning community for each cohort, respectively, to facilitate the reflection and learning. The proposed project is results-oriented in that participants will plan and implement renewal activities. This requirement makes the work more meaningful because the participants will engage in renewal activities as part of their jobs and as required by the school improvement plan. The project will not be additional work. Rather, participation in the project will give principals sustained assistance and support. The project is consistent with effective adult

learning and school change (e.g., Donaldson, 2001; Fullan, 2001; Merriam & Caffarella, 1999; Tennant & Pogson, 1995).

Based on the evidence provided above, the delivery model is appropriate for adult learners and has the characteristics of successful professional development programs. Darling-Hammond (1995) summarized many studies on professional development and listed the following features for those professional development activities that improve teaching and lead to higher student achievement. Our training program shares these characteristics:

- experiential, engaging participants in concrete tasks
- grounded in participants' questions, inquiry, and experimentation as well as profession-wide research
- collaborative, involving a sharing of knowledge among educators
- sustained and intensive, supported by modeling, coaching, and problem solving around specific problems of practice connected to other aspects of school change.

Incentives for Participants. A budget of \$6,000 is allocated for each school (i.e., each pair of practicing and aspiring principals) for the 2.5 years of duration. The participants could use half of the fund for 3 graduate credit hours and the other half as funding for developing and implementing the renewal activities in their schools.

Participation by the School District Personnel and Changing Working Conditions. As discussed above, each pair of practicing and aspiring principals will implement one renewal activity for each module. However, sometimes the working condition might be a barrier for implementing the renewal activity. In order to facilitate the implementation of the renewal activity, school district personnel will participate in the portion of the workshops where participants discuss and share their renewal activities in their schools so that the central office personnel are informed and could change the condition, if needed, for successful implementation of the renewal activities.

Paying attention to improving both (a) participants' knowledge, skill and behavior, and (b) the conditions under which the participants work will contribute to the success of the project.

2. The extent to which the proposed activities constitute a coherent, sustained program of training in the field.

The proposed activities constitute a ***coherent*** program for the following two reasons. ***First***, there is a strong conceptual framework underling the proposed activities. The content of the program (i.e., the seven modules) and the conduct of the program (i.e., the learning activities that ranged from *experiential*, to *declarative*, *procedural*, *contextual*, and *evidential*) connects the “what” and the “how”. The connection of the “what” and “how” points to the coherence of the program — a job-embedded, action-focused, and results-oriented project with an emphasis on student learning. ***Second***, the proposed project also takes into account the conditions under which practicing and aspiring principals work (Wallace Foundation, 2006). Too often a project is just on improving the knowledge, skills, and behaviors of practicing and aspiring principals, with no attention to the context and condition under which they work. The proposed project will investigate the condition and context along the seven dimensions for the principals, develop the most appropriate training activities for the modules, and include district-level personnel in the training process to change the condition so that the practicing and aspiring principals can apply what they have learned. Therefore, incorporating into the training program the context and condition under which practicing and aspiring principals work so that participants could effectively apply what they have learned is also an indicator of the coherence of the proposed project.

The proposed activities also constitute a ***sustained*** program for the following two reasons. ***First***, each principal will participate in these four major learning activities (a) a two-and-a-half-day workshop for each of the seven dimensions of principal leadership (each workshop is a distinct

Learning-Centered Leadership Development Program

module focusing on one leadership dimension); (b) as an extension of each workshop, each pair of practicing and aspiring principals, together with a mentor and the school's stakeholders, will examine and reflect upon the practice of that leadership dimension in the school; (c) working with the school's stakeholders and the mentor, each pair of practicing and aspiring principals will plan and implement at least one renewal activity for each of the seven modules; (d) fourth, the participants, the project staff, and mentors will form a learning community (both on-line and face to face), sharing and reflecting upon their thinking and actions. Among the learning opportunities, the proposed program has 17.5 days (2.5 days * 7 modules) in workshop format to study the seven dimensions and 14 days for mentoring (2 days * 7 modules) over a period of 2.5 years. Furthermore, each pair of practicing and aspiring principals will, in partnership with the mentor and other school stakeholders, develop and implement at least one renewal activity for each module. All of these activities constitute a sustained program for participants.

Second, another aspect to demonstrate this is a sustained program is the commitment from Michigan Department of Education, Michigan Association of Secondary School Principals, and Michigan Elementary and Middle School Principals Association to use the curriculum, training manual, mentoring manual, and efficacy data to conduct their respective training activities across the state. Michigan Department of Education provides state-wide training for principals as part of its school improvement efforts, particularly to those principals whose schools are in phases 2 and 3. The two principal associations now have the legal authority to conduct endorsement programs for principals which will lead to an endorsement recognized by Michigan Department of Education. All these three organizations are looking for learning-centered leadership development program that is relevant to the Michigan context. The proposed project will result in a program that will be adopted by these three organizations for state-wide training on the long run. Please see the letters of support and commitment from these three organizations in Appendix 3.

3. The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students.

The Learning-centered Leadership Development Program is designed to enhance the skills of practicing and aspiring principals in the participating school districts to improve student achievement. The federal No Child Left Behind legislation and state-level accountability rules have placed ever increasing pressure on building principals to ensure that every child meets state accountability measures. It has become quite obvious that if principals continue to perform as managers, and not as engaged instructional leaders who can develop teams to drive sustained improvements in teaching and learning, then the goal to realize the potentials of each student will become an elusive myth that extends beyond the capacity of the participating high-need school districts.

A growing body of evidence has highlighted the fact that behind excellent teaching and excellent schools is excellent leadership, the kind that ensures that effective teaching practices do not remain isolated and unshared in single classrooms, and ineffective ones do not go unnoticed and unremedied (Wallace Foundation, 2006). Effective principals hold themselves and others accountable for improving the achievement of all students.

Developing the type of leader needed for this important work requires supportive skilled leadership at all levels of the public education (Wallace Foundation, 2006). Improving student achievement is the top priority for the school district; and improving principals' leadership is one of the most important pathways for raising student achievement. The proposed project engages practicing and aspiring principals in learning-centered leadership development. It is part of a comprehensive effort to improve teaching and learning and support rigorous standards for students. The aforementioned statement is supported by the following characteristics of the proposed project: (a) a focus on the dimensions of the principal leadership that are empirically

associated with higher student achievement, which is part of the effort to improve student learning in the participating, high-need school districts; (b) consistency with the work that the schools do under Education Yes! (the Michigan operationalization of the federal NCLB Act); (c) the alignment with the district effort to improve principal leadership for enhancing student learning via the Michigan School Improvement Framework; and (d) supplying a set of curriculum and training materials with efficacy data to Michigan Department of Education and the two principal associations to support their efforts to train principals with a purpose to raise student achievement.

4. The extent to which the design for implementing and evaluating the proposed project will result in information to guide possible replication of project activities or strategies, including information about the effectiveness of the approach or strategies employed by the project.

The project is proposed with intent to replicate the project activities and strategies. The basis for guide the replication of project activities lies in the fact that (a) a set of materials on curriculum, training manual, mentoring manual, assessment tools will be prepared and disseminated; (b) efficacy data for the project on the participant, the school, and the student will be collected, analyzed, and disseminated; and (c) a partnership arrangement has been established to scale the proposed project activities to the state level via Michigan Department of Education, Michigan Association of Secondary School Principals, and Michigan Elementary and Middle School Principals Association. In the following, we will expand on these three points.

First, we will develop a set of materials on curriculum, training manual, mentoring manual, assessment tools and disseminate them. We will develop a set of curriculum with a philosophy for the ***Learning-Centered Leadership Development Program for Practicing and Aspiring Principals***, present research findings related to the seven modules, and collate best practices for the seven modules. Based on our experience of delivering the program, we will also develop the training manual which is similar to lesson plans and the mentoring manual which

includes questions for context analysis, stakeholder analysis, and strategies for developing and implementing renewal activities for each module. We will also develop and disseminate tools for engaging in renewal activities. For example, for the data-informed decision-making project funded by the Wallace Foundation, we survey 350 principals in Michigan and developed an instrument that measures the extent to which principals engage in data-informed decision-making in relation to 11 high-impact strategies that are synthesized by Marzano (2003) and are positively correlated with student achievement. As to the details about the instrument “Data-Informed Decision-Making on High-Impact Strategies: A Measurement Tool for School Principals” that we developed, please refer to Appendix 4. We plan to utilize existing tools or to develop new tools during the process so that there will be at least one tool for each module. Therefore, in the future there will be a set of tools to be utilized when Michigan Department of Education, Michigan Association of Secondary School Principals, Michigan Elementary and Middle School Principals Association, and others to deliver the *Learning-Centered Leadership Development Program for Practicing and Aspiring Principals*. The set of materials mentioned above—curriculum, training manual, mentoring manual, and assessment tools—will provide the information needed for replicating the proposed project activities.

Second, efficacy data derived from the project evaluation will also help with providing information for replicating the proposed project activities. As it will be discussed in detail in the following, we will utilize a rigorous design called randomization with delayed treatment to evaluate the impact of the proposed project on participants’ leadership, school process and culture, and student achievement. Based on our prior work with 16 principals on data-informed decision-making (one of the seven modules), we have seen a positive impact on student achievement in these 16 schools. For example, between 2005 and 2008 when we engaged the principals in the data-informed decision making project, the advanced and proficiency rate for

mathematics and reading for our eight elementary schools increased by 12 percentage points, while the corresponding figure for the state average increase by 8 percentage points over the same period of time. We are confident that with a program that has seven modules with various learning activities and is carried out over 2.5 years with strong mentoring, we will have even stronger efficacy data regarding the proposed project. The efficacy data will certainly help replicate the proposed activities.

Finally, we have built a strong partnership for replicating the proposed activities. The partnership we have developed over a five-year initiative on data-informed decision-making and an aligned system of leader development in Michigan is the foundation for replication. The following is an example of replicating the data-informed decision-making work at the state level. The Wallace Foundation funded the Data-Informed Decision-Making project and we worked with 16 principals in four urban school districts, we developed the curriculum on data-informed decision-making with context analysis in the schools and best practices. In partnership with Michigan Department of Education, we also developed Data-Informed Decision-Making: A Guidebook for Data Points and Analyses in the Context of Michigan School Improvement Framework (Appendix 5). As mentioned above, we also developed and validated an instrument entitled Data-Informed Decision-Making on High-Impact Strategies: A Measurement Tool for School Principals. After we piloted the Data-Informed Decision-Making program in the 16 demonstration schools, Michigan Department of Education replicated the training activities in its state-wide principal leadership development activities; and the two principal associations — Michigan Association of Secondary School Principals and Michigan Elementary and Middle School Principals Association — also utilized the materials that we developed and incorporated into their endorsement programs for their constituents. Through the Wallace Foundation grant, we have already developed a constructive professional relationship with these three professional

organizations and all of them are committed and eager to replicate the proposed activities, as indicated in their letters of support and commitment (Appendix 3). Another interesting point worth mentioning is that after we released the *Data-Informed Decision-Making: A Guidebook for Data Points and Analyses in the Context of Michigan School Improvement Framework*, we received requests from three dozen districts in Michigan and we distributed more than 4,000 copies to them.

In summary, the following three points will ensure the replication of the proposed activities: (a) a set of materials on curriculum, training manual, mentoring manual, assessment tools that will be prepared and disseminated; (b) efficacy data for the project on participants, the school and teacher, and the student will be collected, analyzed, and disseminated; and (c) a partnership arrangement has been established to scale and replicate the proposed project activities to the state level via Michigan Department of Education, Michigan Association of Secondary School Principals, and Michigan Elementary and Middle School Principals Association. With the prior experience and professional partnerships that we have developed, we are confident that the proposed project will result in information to guide replication of activities or strategies, including information about the effectiveness of the approach and strategies employed by the project.

5. The extent to which project participants are to be selected on the basis of academic excellence.

Selection Criteria Based on Academic Excellence. In research on teacher qualifications, teachers' academic achievement and level of content knowledge are positively associated with student achievement (e.g., Darling-Hammond, Berry, & Thoreson, 2001; Goldhaber & Brewer, 2000). In research on principalship, principals' instructional leadership is positively associated with student achievement, and part of the instructional leadership is having the content knowledge and knowing how the curriculum is effectively constructed and delivered (Hallinger & Heck, 1996). Therefore, when we select practicing and aspiring principals, we will first inquire into

their academic excellence. We will select participants who achieved at 75th percentile or above for SAT, ACT, GRE, teacher license tests in subject areas, or other nationally-normed, standardized tests; if a test has several sub-scales (such as GRE), we will average across the subscale and weigh each subscale equally. We will also make sure that participants' undergraduate overall GPA and GPA for the major are 3.0 or above on a 4-point scale. The above criteria will address academic excellence for the selection of participants.

Other Selection Criteria. In addition to academic excellence, commitment and experience are also important for selection. For aspiring principals, we will also use the following criteria:

- Recommended by principal: the principal can envision the aspiring leaders as a principal.
- At least three years of successful teaching experience.
- Demonstrated leadership in the building, e.g., department chair, committee member, school improvement team, etc.
- Plans to seek administrative position in 2-3 years.
- Proven work ethic in the building and district.
- Commitment to complete the 2.5-year program, and participate in summer sessions and other arranged sessions.
- Willing to collaborate with the practicing principal on the renewal activities that address building needs and challenges.

For practicing principals, in addition to academic excellence, the following will be used:

- Demonstrated commitment to reform and school improvement.
- Recommended by the superintendent.
- Agreement to openly communicate with the aspiring principal and the mentor.
- Commitment to complete the 2.5-year program, and participate in summer sessions and other arranged sessions.
- Willing to collaborate with the aspiring principal on the renewal activities that address building needs and challenges.

Project Narrative

Quality of Project Evaluation (25 points)

The Secretary considers the quality of the evaluation to be conducted of the proposed project. In determining the quality of the evaluation, the Secretary considers the following factors:

1. The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.
2. The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.

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B. Quality of the project evaluation (25 points)

1. The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.

We will establish a reliable, on-going system of formative and summative evaluation of our efforts, linked directly to the needs established by the gap/needs analysis and articulated goals throughout this proposal. We will conduct both (a) traditional evaluation activities and (b) an experimental design that will provide quality data on the impact of the proposed project. The evaluation efforts will be lead by Dr. Shen, co-director for the project.

(1) Traditional Evaluation Activities

Since evaluation is an important and integral part of any successful program, we will use evaluation as a tool to assess, facilitate, and improve the project. In addition to conducting evaluations at the conclusion of the proposed project, we will build evaluation into the proposed project to continuously guide and improve activities of the proposed project. Given the specific deliverables of the components of the proposed project, we will take an objective-oriented approach to evaluation with a focus on (a) determining the extent to which objectives and outcomes are met and (b) helping realize the objectives and outcomes (Worthen, Sanders, & Fitzpatrick, 1997). The deliverables for the proposed project are as follows:

Table 5. Deliverables of Various Components of the Proposed Project

| Components | Deliverables |
|---|---|
| Pre-Assessment of the Participants (by Nov. 2010) | For each participant and his/her school (including both cohorts 1 and 2), data will be collected using the following instrument: (a) MLQ The Multifactor Leadership Questionnaire by Bass and Avolio (an instrument on transformational leadership, particularly related to initiating renewal activities); (b) Balanced Leadership by McREL (measuring the important dimensions of the principalship covered by the project); (c) School Leader Questionnaire by University of Michigan (measuring the |

| | |
|--|--|
| | instructional and curricular activities of the principal); (d) School Climate Survey by (measuring the school culture such as parent and community-school relationships, and expectation for students, these constructs are emphasized in the project); and all MEAP (student achievement) scores for 2010 |
| Developing the Curriculum Materials | A curriculum package of the seven modules, including reading materials, presentation slides, research findings, best practices, and activities |
| Implementing the Program | (a) Delivery of the program; (b) evaluation data from each module; (c) the Leadership Portfolio from each participant, including his/her reflection and renewal activities related to each module, |
| Mid-Assessment of the Participants (by Mar. 2013) when the first cohort finished training and the second will begin the training shortly | For each participant and his/her school (including both cohorts 1 and 2), data will be collected using the following instrument: (a) MLQ The Multifactor Leadership Questionnaire by Bass and Avolio; (b) Balanced Leadership by McREL; (c) School Leader Questionnaire by the University of Michigan; (d) School Climate Survey; and all MEAP (student achievement) scores by 2013 |
| Post-Assessment of the Participants (by Sep. 2015) | Repeating the data-collection using the above instruments and the MEAP (student achievement) scores by 2015 |
| Evaluation, Research, and Dissemination | (a) Annual report for the first four years as well as the final report for the fifth year; (b) when the first cohort completes the program by Mar. 2013, completing the research on the short-term impact of the program by comparing the first cohort (treated by Mar. 2013) and the second cohort (not treated at all by Mar. 2013 and will begin the treatment in Apr. 2013); (c) completing the research on the short-term and long-term impact by comparing the first cohort (representing long-term impact) and the second cohort (representing the short-term impact) in 2015; (d) presentations at national conferences and journal articles |

Both *formative* and *summative* evaluation will be conducted for the project. We will conduct formative evaluation to help facilitate and improve the proposed project. The focus of the formative evaluation will be on both the process and achievement related to the deliverables. As to the summative evaluation, we will evaluate the outcomes of the proposed project.

When we conduct the formative and summative evaluations, both *quantitative* and *qualitative* data will be collected. Quantitative data includes, among others, (a) data collected using the four instruments (a1) MLQ The Multifactor Leadership Questionnaire by Bass and Avolio, (a2) Balanced Leadership by McREL, (a3) School Leader Questionnaire by the University

of Michigan, and (a4) School Climate Survey, (b) numeric ratings on the content and delivery of each module, (c) numeric ratings on mentoring activities, and (d) student achievement data on various subjects from MEAP tests.

Qualitative data include, among others, (a) feedback on the content and delivery of each module, (b) feedback on the mentoring activities, (c) the artifacts contained in the Leadership Portfolio, and (d) observation by the project staff, participants, presenters, and mentors.

Multiple methods, such as questionnaire, interview, observation, archival method, standardized testing, and document analysis, will be employed. Data will also be collected from multiple sources such as participants, teachers of the participating schools, mentors, and students.

(2) The Experimental Design

The following experimental design involves randomly assigning the participants into two cohorts to evaluate the outcomes of the proposed program.

Participants and The Procedure for Random Assignment

The 50 pairs of participants of the project will be randomly assigned into two cohorts in October 2010. The cohorts' treatment schedules and functions in the study are as follows:

Table 6. *The Two Cohorts' Treatment Schedules and Their Functions in the Evaluation*

| Cohort | Treatment Schedule | Function when comparison is made in March 2013 (Phase I) | Function when comparison is made in September 2015 (Phase II) |
|--|--|---|--|
| 25 pairs of participants (first cohort) | Between Oct. 2010 to Mar. 2013 (Phase I) | Experimental group | Experimental group 1 (for long-term effect) |
| 25 pairs of participants (second cohort) | Between Apr. 2013 and Sep. 2015 (Phase II) | Control group | Experimental group 2 (for short-term effect) |

Evaluation Design and Data Collection Procedures

As previously mentioned, participants will be randomly assigned to the two cohorts, and the treatment for the second cohort is delayed so that a control group and an experimental group can be created when the two groups are compared at the end of Phase I (from October 2010 to March 2013, a duration of 30 months). The random assignment meets the requirement for a rigorous, scientific design and builds a base to contribute the possible difference between two groups to the proposed project.

Table 7. Schedule for Treatment and Data Collection

| Cohort | Pretest | Treatment | Mid-test | Treatment | Post-test |
|-------------------|--|--|---|---|---|
| The first cohort | Baseline collected using the four instruments in Nov. 2010 | Receive treatment between Oct. 2010 to Mar. 2013 (Phase I) | The 2nd round of data collection by Mar. 2013 | N/A | The 3rd round of data collection by Sep. 2015 |
| The second cohort | Same as the above | No treatment during Phase I | Same as the above | Receive treatment between Apr. 2013 to Sep. 2015 (Phase II) | Same as the above |

Measures

Established instruments and measure related to principals' leadership, school culture, and student achievement will be used for the propose project. The following table illustrates the instruments and measures to be used.

Table 8. A Summary of Instruments, Measures, and Their Psychometric Properties

| Domain | Content of the data | Data collection method and instruments | Psychometric Properties |
|------------------------|----------------------------|---|--------------------------------|
| Principals' leadership | Measuring participants' | MLQ The Multifactor Leadership | Strongly predictive of |

| Domain | Content of the data | Data collection method and instruments | Psychometric Properties |
|----------------------------|--|--|--|
| | orientation to renewal | Questionnaire by Bernard Bass and Bruce Avolio | leader performance across a broad range of organizations (Bass, 1997); about 70 studies have been conducted on various psychometric properties and strong psychometric properties are found (Freeman, Knott, & Schwartz, 1996) |
| Principals' leadership | Measuring principalship broadly | Balanced Leadership by McREL | High factorial validity (Waters & Grubb, 2004). |
| Principals' leadership | Measuring principals' curricular and instructional practice | School Leader Questionnaire by the Study of Instructional Leadership, University of Michigan | The scales have alpha reliabilities ranging from .77 to .90 (Camburn, Rowan, & Taylor, 2003) |
| School culture and process | Measuring the school culture and process | The well-established and widely-used School Climate Survey | High factorial validity and predictive of between-school variation in children's academic achievement and cognitive functioning (Horn, 2003) |
| Student achievement | Measuring student achievement in math, reading, writing, social studies, and science at the elementary level | Michigan Educational Assessment Program | Reliabilities ranging from 0.654 to 0.949 for various subjects (Burns, 1998) |

Statistical Analysis

Phase I. The pretest/post-test randomized-groups design will be used to compare the experimental group (i.e., the first cohort that is treated during Phase I, Oct. 2010 to Mar. 2013) and the control group (i.e., the second cohort that is NOT treated during Phase I). A 2 x 2 (Group x

Time) Repeated Measures ANOVA with repeated measure on the time factor will be conducted for detecting the effect of the treatment.

Phase II. During Phase II (from Apr. 2013 to Apr. 2015), the second cohort will receive the treatment. The pretest, mid-test, and post-test randomized-groups design will be used to compare the two cohorts with a focus on detecting the long- and short-term effect. The 2 x 3 (Group x Time) Repeated Measures ANOVA with repeated measure on the time factor will be conducted for investigating the long- and short-term effect on principals, schools, and students.

(3) Evaluating the Impact of the Program on Student Achievement

We will use achievement data from the Michigan Educational Assessment Program (MEAP) as outcome measures to evaluate the effectiveness of the project. The project will begin in October 2010; and the 2010 MEAP data will be used as a baseline. We will analyze data from the 2013 MEAP (when the first group has finished 30 months of training but the second group has not started training), and 2015 (when it has been 30 months since the first group finishes training and the second group has finished 30 months of training). The purpose of this design is to discern when treatment effects appear using the two groups as relative controls. Statistically, we will employ hierarchical linear modeling (HLM) to compare student achievement and investigate treatment effects (see Raudenbush & Bryk, 2002). The HLM approach will take into account the data hierarchy in which students are nested within principals (i.e., schools). With variables descriptive of student characteristics (e.g., gender and race) at the first level, we will create one dummy variable at the school level to represent treatment groups so as to evaluate treatment effects with adjustment for student characteristics within each principal's school. Because participating principals will come from high, middle, or elementary schools, we will use the multivariate multilevel HLM approach with latent variables (see Ma & Ma, 2005). With the MEAP, mathematics is tested each year at Grades 4, 7, and 11, which will become the three indicators of

the latent variable, mathematics achievement. Meanwhile, reading is tested each year at Grades 4, 7, and 11, which will become the three indicators of the latent variable, reading achievement. We will then establish a multivariate multilevel HLM model to evaluate whether treatment effects differ between mathematics and reading. This strategy can also reasonably resolve the problem of different measurement scales within and between subjects (it is necessary to create a common effect size measure from the model to compare treatment effects). This statistical procedure will be used in the three different time points to discern when treatment effects occur in each subject and whether treatment effects are similar across subjects. In summary, we will use this longitudinal, multivariate, multilevel approach with latent variables to evaluate the effectiveness of the project with evaluative attentions to many specific details pertaining to the project. Please refer to Appendix 6 for more technical information.

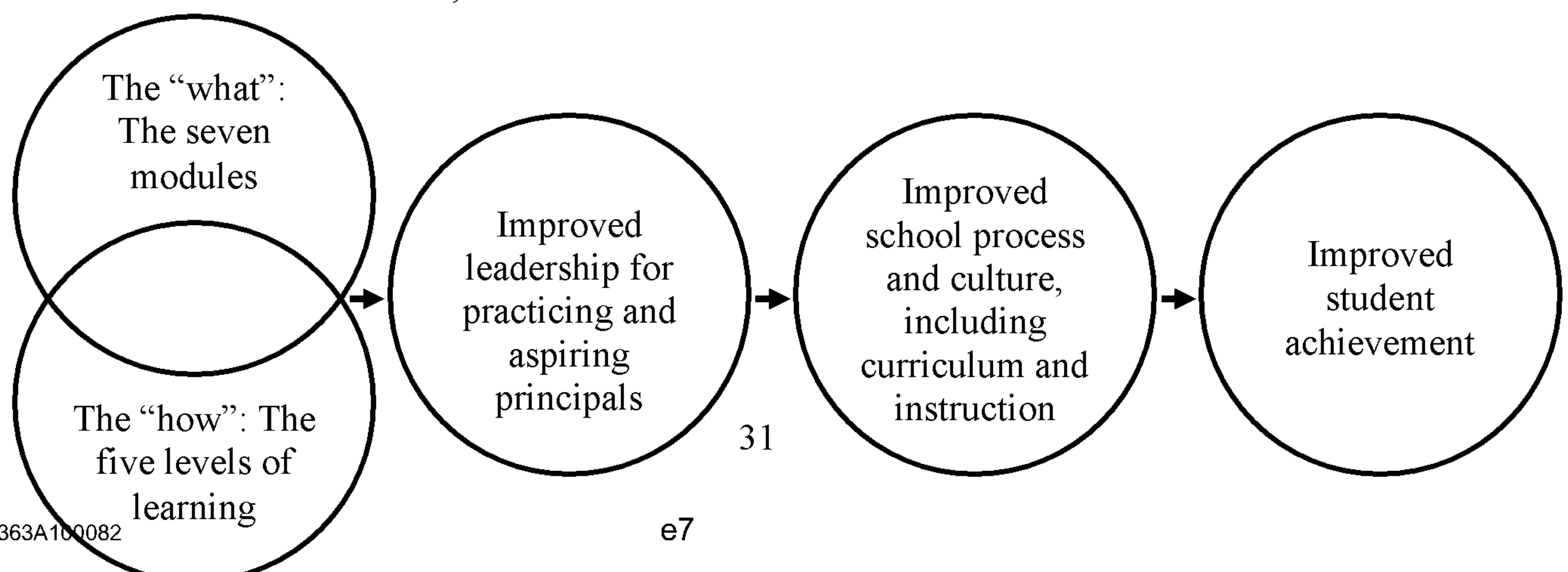
Table 9. A Summary of the Evaluation Activity

| Content of the data | Data collection method and instruments | When and from whom to collect | Qualitative or quantitative | Data analysis method |
|--|---|--|------------------------------------|---|
| Evaluation of each module | Short survey | From each participant immediately after each module | Both | Simple tabulation and content analysis of verbal comments |
| Participants' learning, reflection, and renewal activities | Archival data contained in the Leadership Portfolio | From each participant after the 30-month program | Qualitative | Qualitative content analysis |
| Measuring the change in participants' orientation to renewal | MLQ The Multifactor Leadership Questionnaire by Bass and Avolio | From each participant, repeated measures collected at the beginning, the 30 th month, and the end | Quantitative | Repeated measure ANOVA |
| Measuring the change in participants' principalship | Balanced Leadership by McREL | From each participant and his/her teachers, repeated measures collected at the | Quantitative | Repeated measure ANOVA |

| | | | | |
|---|---|---|--------------|--|
| | | beginning, the 30 th month, and the end | | |
| Measuring the change in participants' curricular and instructional practice | School Leader Questionnaire by the University of Michigan | From each participant, repeated measures collected at the beginning, the 30 th month, and the end | Quantitative | Repeated measure ANOVA |
| Measuring the change in school culture and process | School Climate Survey | From each participant and his/her teachers, repeated measures collected at the beginning, the 30 th month, and the end | Quantitative | Repeated measure ANOVA |
| Measuring the change in student achievement | Michigan Educational Assessment Program | Existing data from Michigan Educational Assessment Program, math at 4 th , 7 th , and 11 th grade and reading at 4 th , 7 th , and 11 th grade from year 2010, 2013, and 2015 | Quantitative | longitudinal, multivariate, HLM approach with latent variables |

The Logic Model. Embedded in the evaluation work described above is the following logic model. The “what” and “how” are the input; the 100 trained practicing and aspiring principals with improved leadership are the output; and the improved school process and culture as well improved student achievement are the outcomes. Therefore, the proposed evaluation deals with all three aspects: input evaluation, output evaluation, and outcome evaluation.

Figure 2. The Logic Model That Demonstrates the Causal Link Among Principal Leadership, School Process and Culture, and Student Achievement



2. The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.

The proposed evaluation method will provide performance feedback to allow periodic assessment of progress toward achieving intended outcomes. First, throughout the duration of the five-year grant, we will conduct an evaluation after each module. The data will allow us to continue improving the content and delivery of the program. Second, by the end of Phase I (Mar. 2013), we will have conclusive data on the impact of the program on the participants, their teachers, their schools, and their students. Third, we will continuously collect feedback from the participants and mentors through reviewing the mentor's log, the participant's Leadership Portfolio, and observing the activities. Finally, the monthly meeting by the management team and the quarterly meeting with the advisory board (which consists of stakeholders representing major constituents as will be discussed in the section on Quality of the Management Plan later) will provide an opportunity to have feedback and improve the proposed project.

Project Narrative

Significance (20 points)

The Secretary considers the significance of the proposed project. In determining the significance of the proposed project, the Secretary considers the following factors:

- 1. The potential contribution of the proposed project to increased knowledge or understanding of educational problems, issues, or effective strategies.**
- 2. The likelihood that the proposed project will result in system change or improvement.**
- 3. The importance or magnitude of the results or outcomes likely to be attained by the proposed project, especially improvements in teaching and student achievement.**

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C. Significance (20 points)

1. The potential contribution of the proposed project to increased knowledge or understanding of educational problems, issues, or effective strategies.

The proposed *Learning-Centered Leadership Development Program for Practicing and Aspiring Principals* is based on current knowledge from research and effective practice. Please see details in the section on project design. It focuses on seven dimensions of principal leadership that are empirically related to higher student achievement. Principals, particularly those in high-need schools, face intensive pressure to raise student achievement. It has been increasingly argued that the main responsibility of school leadership is the improvement of teaching and student learning (cited in Spillane, 2003). The proposed project will contribute to increased knowledge and understanding on how to improve student achievement via enhanced school leadership.

The Logic Model of the Impact from the Program to Participants, to Schools, and to Students. Empirical studies have found that principal leadership is second only to teaching among school-related factors that affect student learning (Leithwood, Louis, Anderson, & Wahlstrom, 2004), and professional development can improve principals' leadership (Darling-Hammond, LaPointe, Meyerson, & Orr, 2007). Furthermore, empirical studies found the effect of principals' leadership on student achievement is mediated through variables in the schooling process (Hallinger & Heck, 1996; Heck, 1992; Louis & Marks, 1997; Marks & Printy, 2003). The proposed evaluation activities will help us understand how the training affects the principal leadership, which in turn impacts the school process and culture and subsequently student academic achievement. Through the proposed project, we will be able to understand how the proposed training program impacts the principal leadership, which in turn impacts the school process and culture, and subsequently student academic achievement. A complete causal link (i.e., logic model) is expressed in Figure 2 in the foregoing. Therefore, through the proposed project,

we will increase the knowledge on the issues of increasing student achievement; we will also have more knowledge on strategies to improve principal leadership, which in turn impacts the school process culture, and subsequently student achievement.

In summary, the proposed project is based on solid, current empirical research and best practice. With the quality, intensity, and duration of the training discussed in the previous sections, we expect to see significant impact on student achievement as measured by the rigorous Michigan Educational Assessment Program. Therefore, the proposed project will increase knowledge and understanding of raising student achievement via enhancing principal leadership.

2. The likelihood that the proposed project will result in system change or improvement.

The proposed project will result in system change and improvement at the state, district, and school levels. At the state level, with the funding from Wallace Foundation, we have been working on developing an aligned system of leader development, which is operationalized as the following in the state of Michigan where principal training begins with pre-service preparation *in MDE-approved university programs*, is sustained through professional development for practicing education leaders *with MDE-approved professional association endorsement programs and Michigan Department of Education's coaching program for principals*, is integrated into, and supportive of, a larger shared vision of education improvement *as reflected in Michigan Department of Education's Michigan School Improvement Framework*. The Michigan legislature passed the law in 2008, granting Michigan Association of Secondary School Principals and Michigan Elementary and Middle School Principals Association, among others, the legal authority to conduct endorsement programs. However, Michigan Department of Education, Michigan Association of Secondary School Principals and Michigan Elementary and Middle School Principals Association are all in need of an effective program that is relevant to the

Michigan context and the proposed project will supply the program with all the materials on curriculum, training manual, mentoring manual, assessment tools, and efficacy data. All three organizations have demonstrated their commitment and eagerness to adopt the *Learning-Centered Leadership Development Program* developed by the proposed project. Therefore, the proposed project will result in an improvement in the state-level aligned system of leader development.

The second aspect related to system change and improvement is at the district level. The proposed training for the practicing and aspiring principals are connected with the condition under which the participants work so that the condition will not impede, rather it will facilitate, the implementation of the knowledge, skills, and behaviors acquired by the participants. This is also an improvement at the system level because training and condition are rarely coupled. The Wallace Foundation has conducted much work in the area of connecting training and condition, and it was found to be an effective strategy (Wallace Foundation, 2006). Therefore, the demonstration and promotion of the concept of linking training and condition at the district level will also result in a system change and improvement.

Finally, the third aspect related to system change and improvement is how educational renewal should proceed at the school level. There are many models of educational change, ranging from the externally imposed, goal-oriented “Research, Development, Dissemination, and Evaluation” (RDDE) model and the internally generated, culturally-oriented “Dialogue, Decision, Action, and Evaluation” (DDAE) model (Goodlad, 1994; Shen, 1999). School has long been argued as the unit of change and renewal. However, how to generate the educational change and renewal is a complex question. The proposed project would utilize the strength of both the RDDE and DDAE models to have the seven-module framework as an externally initiated force, but allow the practicing principals, aspiring principals (who is also a teacher leader), the mentor, and other stakeholders to work together to use the school as a unit of change within a supportive district

context. Therefore, the educational renewal activity at the school level will add a model of how to engage in system change and improvement.

3. The importance or magnitude of the results or outcomes likely to be attained by the proposed project, especially improvements in teaching and student achievement

The Results or Outcomes of the Proposed Project. The proposed project will help the participating schools and school districts achieve important results during the project period that the schools and school districts will not otherwise achieve. The project will:

- (a) improve the knowledge, skill, and behavior of 50 practicing principals and 50 aspiring principals,
- (b) improve teaching and learning in participating schools and set an example for others,
- (c) raise the students' academic achievement for participating schools, and
- (d) develop a model of professional development for principals that could be scaled-up and sustained by Michigan Department of Education, Michigan Association of Secondary School Principals, and Michigan Elementary and Middle School Principals Association (together they train about 200 principals each year)

These results are important for the participating schools and school districts. They are also important for dissemination and replication across the state. The coalition of 50 schools in 12 school districts across the state, along with the scale-up efforts by the two principals' associations and the Michigan Department of Education, will serve as the foundation for a significant magnitude of results.

Characteristics of the Project That Ensure the Outcomes. The importance and magnitude of the results are based on (a) the support from the participating school districts, (b) current knowledge based on empirical research, (c) the delivery strategy that takes into account characteristics of adult learning and the complexity of school renewal, and (d) the sufficient level of intensity and duration to ensure the impact. Please see Table 6 for a summary of the characteristics that will lead to the importance and magnitude of the proposed project.

Table 10. Characteristics of the Project That Ensure the Outcomes

| Characteristics | Description |
|--|---|
| Support from the participating school districts and other organizations. | We have the letters of support from all 12 participating school districts, the Michigan Department of Education, Michigan Association of Secondary School Principals, and Michigan Elementary and Middle School Principals Association. |
| The research base of the content and the fit with the needs. | Content of the proposed project—seven dimensions of principal leadership that are empirically related to higher student achievement—is appropriate for and urgently needed by the participants. |
| Delivery of the project takes into account the characteristics of adult learning and is job-embedded and renewal-oriented. | The learning during the program moves from the <i>experiential (knowing what is important and why)</i> , to the <i>declarative (knowing what to do)</i> , to the <i>procedural (knowing how to do it)</i> , to the <i>contextual (knowing when to do it)</i> , and finally to the <i>evidential (knowing what to look for as to results and how to make adjustments)</i> (adapted from Waters, Marzano, & McNulty, 2003). The proposed project is renewal-oriented. With some mentoring assistance, the principals will work with constituents to engage in renewal activities as part of their learning. |
| The proposed project is of sufficient coherence, intensity, and duration to lead to improvements in school leadership. | The proposed project is coherent, with an emphasis on seven dimensions empirically associated with student achievement. It is also intense and sustained, with 17.5 days of face-to-face learning activities, 14 days of face-to-face individual mentoring, and on-line learning opportunities over a period of 30 months. |

The proposed project is of sufficient quality, intensity, and duration to lead to improvements in principal practice, teaching practice, and student achievement. As to **quality**, the proposed project builds on the line of training and research that we have been conducting over the years on principalship. Our work in this area was first supported by a grant from the Wallace Foundation in 2000 on conducting leadership academies for aspiring principals. In 2002, we received a grant from the U.S. Department of Education to work with both aspiring and practicing

principals on instructional leadership. From 2005 to 2010, we received a second grant from Wallace Foundation to work with principals to engage in data-informed decision-making to raise student achievement and develop an aligned system of leader development in Michigan. Our line of work on principalship makes a significant impact on those who received training and leads to improved student achievement. We conducted a substantial amount of research on principalship, which have resulted in about 30 journal articles and other publications. Furthermore, the project focuses on seven dimensions of school leadership that are empirically found to be associated with student achievement. Thus, our experience and productivity, understanding of the issues involved, sharp focus on improving principal leadership to raise student achievement, and the quality of staff all contribute to the quality of the project.

The project also has sufficient **intensity** and **duration**. The proposed project has 31.5 days of face-to-face contact time (2.5-day seminar on each of the seven modules and 2-day mentoring for each module). Besides the direct contact time, each participant will work with his or her constituents to carry out at least one renewal activity for each of the seven modules. As discussed in the previous sections, there is learning at five levels [from knowing what is important (experiential), to knowing what to do (declarative), to knowing how to do it (procedural), to knowing when to do it (contextual), and to knowing what to look for as to results and how to make adjustment (evidential)]. All these activities will take place over a span of 30 months, a duration that is sufficiently long to ensure a significant impact on participants, teachers and schools, and students.

As discussed in detail in the evaluation section, we will evaluate rigorously the impact on participants by using the following instruments to measure the most important aspects of principal leadership: (a) MLQ The Multifactor Leadership Questionnaire by Bass and Avolio, (b) Balanced Leadership by McREL, and (c) School Leader Questionnaire by the University of Michigan. As

detailed in the section on evaluation, we will also assess the impact on (b) teachers and the school by using the school culture instrument and (b) student by studying student achievement on the Michigan Assessment of Educational Progress.

The final reason for producing significant results lies in the partnership for the proposed project, which involves the collaboration of the partners for maximizing the effectiveness of project services. The proposed project is a partnership between 12 public school districts and Western Michigan University (WMU). It has the support of the superintendent and the school board of the participating school districts. The district meets the criteria of eligibility and is qualified for invitational priority. WMU is one of 76 public institutions in the nation designated as universities with high research activity by the Carnegie Foundation. It is also ranked the nation's top 100 public universities. It is one of the top ten producers of teachers and school administrators in the nation. The faculty of educational leadership has extensive experience in partnering with school districts to improve student learning. The proposed project represents a form of school-university partnership that maximizes the effect of project services.

Meeting the Needs of the Participating, High-need School Districts. The proposed project meets participating school districts' needs. In our needs-assessment with the school districts, we heard clearly that to improve student achievement is urgent for participating, high-need school districts. For example, seven out of 12 participating school districts had graduation rate less than 60% for the 2008-09 school year, meeting the definition of "lowest achieving". The unweighted average of graduation rate for all 12 participating school districts was less than 65% for the 2008-09 school year. Principal leadership is second only to teaching among school-related factors that affect student learning (Leithwood, Louis, Anderson, & Wahlstrom, 2004). Therefore, the proposed project will enable the participating school districts to meet its need

for principals who have the skills and competencies necessary to significantly improve schools in participating school districts.

Addressing Eligibility and Three Invitational Priorities. The proposed project is a partnership of a higher education institution and 12 high-need public school districts. It meets the requirement for eligibility. Please see Appendix 1 for details.

The proposed project also meets the three invitational priorities; seven out of the 12 participating school districts have high school graduation rate less than 60%. The project (a) develops and implements an innovative program to prepare the practicing and aspiring principals to lead and achieve teaching and learning goals in persistently lowest-achieving schools; (b) demonstrates evidence of LEA's commitment to change the conditions to facilitate the renewal activities for each module; and (c) as part of the evaluation efforts to ascertain efficacy of the program, collects student achievement data from Michigan Assessment of Educational Progress to assess the effects of the practicing and aspiring principals prepared through the program on student learning and for continuous program improvement.

Project Narrative

Quality of Management Plan (10 points)

The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the management plan for the proposed project, the Secretary considers the following factors:

- 1. The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.**
- 2. How the applicant will ensure that a diversity of perspectives are brought to bear in the operation of the proposed project, including those of parents, teachers, the business community, a variety of disciplinary and professional fields, recipients or beneficiaries of services, or others, as appropriate.**
- 3. The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.**

Attachment 1:

Title: **Management Plan** Pages: **10.65** Uploaded File: **Management.pdf**

D. Quality of the management plan (10 points).

1. The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

The Management Team. A management team will be formed for the proposed project. The team consists of Dr. Van Cooley (co-director), Dr. Jianping Shen (co-director), Dr. Mark Rainey, and Dr. Dana Bryant (superintendent of Muskegon Heights Public Schools). Their respective responsibilities are as follows:

Table 9. A Delineation of Responsibilities for the Management Team

| Name | Responsibility |
|---------------|--|
| Van Cooley | To function as the director to supervise the function of the project; to plan and coordinate the activities of the program; to report to the federal grant officer; to be in charge of financial matters |
| Jianping Shen | To plan, coordinate, and carry out the evaluation, research, and dissemination of the project, and to assist with the program |
| Mark Rainey | To coordinate the delivery of the program, including working with the mentors |
| Dana Bryant | To provide support to the program from the school district's perspective |

The Team of Instructors/Mentors and Others. In addition to the management team, a team of instructors/mentors for the modules and other experts are assembled. As will be discussed later in biographic notes, all these instructors and mentors have had extensive leadership experience in schools. In order to increase the efficiency and coherence of the program delivery, most of these team members will develop and deliver one module and mentor five pairs of practicing and aspiring principals. The module assignment reflects these members' expertise.

Table 10. A Delineation of Responsibilities for Other Key Project Members

| Name | Responsibility |
|-------------------|--|
| Dr. Denny McCrumb | Primary developer and instructor for module # 1, mentor for five pairs of practicing and aspiring teachers |

| | |
|---------------------|--|
| Dr. Walter Burt | Primary developer and instructor for module # 2, mentor for five pairs of practicing and aspiring teachers |
| Dr. Louann Palmer | Primary developer and instructor for module # 3, mentor for five pairs of practicing and aspiring teachers |
| Dr. Gary Wegenke | Primary developer and instructor for module # 4, mentor for five pairs of practicing and aspiring teachers |
| Dr. Patricia Reeves | Primary developer and instructor for module # 5, mentor for five pairs of practicing and aspiring teachers |
| Dr. Mark Rainey | Primary developer and instructor for module # 6 and #7, coordinator for logistics |
| Dr. Sue Poppink | Assisting with developing training and mentoring manuals and conducting research/evaluation |
| Dr. Robert Leneway | Educational technology expert to assist with developing the on-line component of the proposed project |

Timeline and Milestones. The following is a table that delineates the timeline and milestones using the first cohort as an example.

Table 11. *The 30-Month, Timelines and Milestones Using the 1st Cohort as an Example*

| | |
|-------------------------|---|
| October 2010 | <ul style="list-style-type: none"> a. Hold biweekly management team meetings (standing meetings; will not repeat for the following to save space) b. Hold biweekly meetings for the team of instructors/mentors (standing meetings; will not repeat for the following) c. Establish and hold the quarterly advisory team (standing meetings; will not repeat for the following) d. Finalize the preparation for <i>module 1 - Inspirational agency for school renewal</i> e. Randomly assign the 50 pairs of practicing and aspiring principals into the two cohorts (the first receiving the training during the first 30 months and the second cohort during the remaining 30 months) and inform the participants of the timing of their participation f. Collect baseline data from both the first and second cohorts g. Conduct context analysis of the schools along the dimensions of the seven modules h. Finish contractual arrangements |
| Nov. – Feb. 2011 | <ul style="list-style-type: none"> a. Conduct <i>module 1 - Inspirational agency for school renewal</i> and its evaluation b. Explain the requirements for the <i>Leadership Portfolio</i> that each participant will prepare over the 30 months c. Provide mentoring in the context of the triad (the mentor, the practicing principal, and the aspiring principal) |

- d. Working with teachers, the mentor, and others, each pair of practicing and aspiring principals plans and starts to implement one renewal activity related to *module 1 - Inspirational agency for school renewal*
- E Each participant begins to document learning in the *Leadership Portfolio*
- f. Finalize preparation for *module 2 - Orderly school operation*

- Mar. – May 2011**
- a. Share the learning and renewal activities related to *module 1 - Inspirational agency for school renewal*
 - b. Conduct *module 2 - Orderly school operation* and its evaluation
 - c. Continue to provide mentoring in the context of the triad (the mentor, the practicing principal, and the aspiring principal)
 - d. Working with teachers, a mentor, and others, each pair of practicing and aspiring principals plans and starts to implement one renewal activity related to the *module 2 - Orderly school operation*
 - e. Each participant continues to document learning in the *Leadership Portfolio*
 - f. Finalize preparation for *module 3 - High, cohesive and culturally relevant expectations for students*

- June – August 2011**
- a. Share the learning and renewal activities related to *module 2 - Orderly school operation*
 - b. Conduct *module 3 - High, cohesive and culturally relevant expectations for students* and its evaluation
 - c. Continue to provide mentoring in the context of the triad (the mentor, the practicing principal, and the aspiring principal)
 - d. Working with teachers, a mentor, and others, each pair of practicing and aspiring principals plans and starts to implement one renewal activity related to *module 3 - High, cohesive and culturally relevant expectations for students*
 - e. Each participant continues to document learning in the *Leadership Portfolio*
 - f. Finalize preparation for *module 4 - Coherent curricular program*

- Sep. – Dec. 2011**
- a. Share the learning and renewal activities related to *module 3 - High, cohesive and culturally relevant expectations for students*
 - b. Conduct *module 4 - Coherent curricular program* and its evaluation
 - c. Continue to provide mentoring in the context of the triad (the mentor, the practicing principal, and the aspiring principal)
 - d. Working with teachers, a mentor, and others, each pair of practicing and aspiring principals plans and begins to implement one renewal activity related to *module 4 - Coherent curricular program*
 - e. Each participant continues to document learning in the *Leadership Portfolio*
 - f. Finalize preparation for *module 5 - Distributive and empowering leadership*

Learning-Centered Leadership Development Program

- Jan. – Apr. 2012**
- a. Share the learning and the planned renewal activity related to *module 4 - Coherent curricular program*
 - b. Facilitate practicing and aspiring principals to reflect upon (a) the changes planned and implemented so far and (b) the continuation from the first-order to second-order changes
 - c. Conduct *module 5 - Distributive and empowering leadership* and its evaluation
 - d. Continue to provide mentoring in the context of the triad (the mentor, the practicing principal, and the aspiring principal)
 - e. Working with teachers, a mentor, and others, each pair of practicing and aspiring principals plans and begins to implement one renewal activity related to *module 5 - Distributive and empowering leadership*
 - f. Each participant continues to document learning in the *Leadership Portfolio*
 - g. Finalize preparation for *module 6 - Real-time and embedded instructional assessment*
- May – August 2012**
- a. Share the learning and the planned renewal activities so far, particularly related to *module 5 - Distributive and empowering leadership*
 - b. Conduct *module 6 - Real-time and embedded instructional assessment* and its evaluation
 - c. Continue to provide mentoring in the context of the triad (the mentor, the practicing principal, and the aspiring principal)
 - d. Work with teachers, the mentor, and others, each pair of practicing and aspiring principals plans and begins to implement one renewal activity related to *module 6 - Real-time and embedded instructional assessment*
 - e. Each participant continues to document learning in the *Leadership Portfolio*
 - f. Finalize preparation for the final *module 7 - Data-informed decision making*
- Sep. – Dec. 2012**
- a. Share the learning and the planned renewal activities so far, particularly related to *module 6 - Real-time and embedded instructional assessment*
 - b. Conduct *module 7 - Data-informed decision making* and its evaluation
 - c. Continue to provide mentoring in the context of the triad (the mentor, the practicing principal, and the aspiring principal)
 - d. Work with teachers, a mentor, and others, each pair of practicing and aspiring principals plans one renewal activity related to *module 7 - Data-informed decision making*
 - e. Each participant continues to document learning in the *Leadership Portfolio*
- Jan. –Mar. 2013**
- a. Share learning from the whole program; reflect upon the renewal activities and the first-order/second-order changes
 - b. Collect post-data from the participants, their teachers, schools, and mentors; collect student achievement data
 - c. Hold the graduation ceremony for the first cohort
 - e. Revise the program based on the evaluation

- f. Prepare for the second cohort
 - g. Begin the process of dissemination based on the empirical data
 - h. Conduct evaluation to inquire into the impact of the program on principals, teachers, schools, and students
 - (April 2013) a. *The first cohort has a reunion/sharing day (one-day overlap with the second cohort)*
-

Time Commitment of the Project Directors and Other Key Personnel. The time commitments of the project directors and other key project personnel are appropriate and adequate to meet the objectives of the proposed project. Over the course of the 5-year project, Dr. Cooley (as the director) will spend about 40% of his time on the project. Dr. Shen (as the co-director in charge of evaluation and others) will spend about 69% of his time. For the instructors/mentors, they will spend about 38 days each year on the project. Appropriate amount of funds have also been budgeted for on-line learning and interaction through educational technology, and evaluation and research for developing efficacy evidence and dissemination. The budget for each year is consistent with the nature of the work. The funds requested in this proposal will be allocated to assure that an appropriate amount of time is invested by key members of the project. The time commitments of the project co-directors and other key project personnel are appropriate and adequate to meet the objectives of the proposed project. Please see Appendix 7 for budget details.

The Qualifications, Including Relevant Training and Experience, of the Project

Director and Key Personnel. Dr. Van Cooley and Dr. Jianping Shen will serve as the co-directors. As illustrated in the short biographic notes as well as in the full vitae in Appendix 8, they have diverse and successful experience related to the proposed project, and they complement each other's skills.

Dr. Van E. Cooley, Director, is a full Professor of educational leadership and Chair of the Department of Educational Leadership, Research and Technology at Western Michigan

University. He worked in the public school setting for 20 years before becoming a university faculty member in 1996. In the public school setting, he was a teacher, building administrator, and superintendent. He has published nearly 50 articles in professional journals and made numerous presentations at professional conferences. Dr. Cooley and Dr. Shen co-directed several projects on principalship funded by U.S. Department of Education and the Wallace Foundation.

Dr. Jianping Shen (co-director) holds a named professorship—The John Sandberg Professor of Education—at Western Michigan University. He was selected as a National Academy of Education/Spencer Foundation Postdoctoral Fellow in 1998. Dr. Shen has published about 60 articles in professional journals and other publications. Among others, he and his colleagues published about 20 articles on school principals. He was a guest editor for a special issue on urban school principalship for *Education and Urban Society* (2000) and a special issue entitled “The Changing Characteristics of School Principalship” for *NASSP Bulletin* (2003). He and his colleagues published *School Principals* (2005). He has extensive and successful experience in inquiring into school principalship.

Walter Burt (project member, module developer and mentor), Ph.D., is currently an Assistant Professor of Educational Leadership at Western Michigan University. He was a teacher, district-level evaluator, and superintendent. He was selected for the first cohort of the Broad Foundation’s program for superintendents. He worked for Stupski Foundation in San Francisco on school renewal before joining the faculty.

Robert Leneway (project member, coordinator for technology), Ph.D., coordinates the Educational Technology program as an Associate Professor at Western Michigan University and teaches related online courses. He is also the K-12 Technology Consultant for WMU GEAR-UP grant. He previously worked as a K-16 education consultant for the Michigan Department of

Education. In 2005 Dr. Leneway was named Educator of the Year by the Michigan Association of Computer Users in Technology, and was nominated for the ISTE-sponsored National Educator of the Year award. The Michigan Rehabilitation Association and the SkillSoft Educational Learning Foundation have bestowed their top annual awards for his work with students with disabilities. He has also developed and conducted digital design and digital storytelling workshops for K-12 teachers, administrators, and students using Adobe Contribute, Flash, Acrobat, Connect, Dreamweaver, Fireworks, Visual Communicator, and Premiere and Photoshop Elements. In 2004, he received the Presidential Award from the Michigan Consortium on Outstanding Achievement in Teaching and Technology for his work with K-12 inservice and pre-service teachers.

Dennis McCrumb (project member, module developer and mentor), Ed.D., was the Superintendent at Marcellus Community Schools for 18 years. He had experience in being a teacher, an assistant principal, and an assistant superintendent. He is currently an Assistant Professor of Educational Leadership at Western Michigan University and the President of Western Michigan University College of Education Alumni Society.

Louann Palmer (project member, module developer and mentor), Ed.D., is an Associate Professor in the Department of Educational Leadership, Research and Technology at Western Michigan University. Formerly, Dr. Palmer served as the Education Policy Advisor to Louisiana Governor Mike Foster; the Assistant Director of the Morrison Institute for Public Policy at Arizona State University; a legislative research analyst with the Arizona Senate. She began her career as a middle school science teacher. Dr. Palmer has served as the lead evaluator/researcher for a number of education reform initiatives.

Sue Poppink (project member, contributing to developing training and mentoring manual, and evaluation), Ph.D., is an Associate Professor of Educational Leadership at Western

Michigan University. Prior to coming to Western in 2001, she worked at the local, state and national levels. At the local level, she was most recently the principal for Grattan Academy in Grattan, MI, a charter school which she helped to plan and open, and for which she was responsible for curriculum development. She has also worked at the state and national level, conducting policy research. Her research has focused on the relationship between policy and practice, especially principal's and teacher's practices. She has published five articles concerning the principalship, and seven articles concerning teaching practice. At Western, she teaches, among other classes, curriculum development for school leaders, policy development, instructional supervision and dissertation writing.

J. Mark Rainey (project member, module developer and logistics coordinator),

Ed.D., is the former Executive Director for the Kalamazoo Regional Educational Service Agency Leadership Institute. He served as an elementary school principal and as a central office administrator in the Saginaw City School District, Saginaw, Michigan. He is listed in the 1995 edition of Who's Who in American Education. He has received the 1991 AECT Richard B. Lewis Memorial Award for the Outstanding K-12 Media and Instructional Technology Center, and the 1974 Outstanding Secondary Educator of America Award. He recently completed an intensive program on "The Art and Practice of Leadership Development" at Harvard University.

Patricia Reeves (project member, module developer and mentor), Ed.D., Associate

Executive Director of Michigan Association of School Administrators and Assistant Professor of Educational Leadership at Western Michigan University. Dr. Reeves had a twenty-five-year career in K-12 Public Education, with nineteen years in school administration, ten of those as superintendent. Dr. Reeves will apply her research interests in program evaluation, data-driven classroom practice, and systemic change through transformational leadership to assist with developing programming activities.

Gary L. Wegenke (project member, module developer and mentor), Ph.D., is a full Professor in Educational Leadership and the Dean of College of Education at Western Michigan University. He served as a mathematics teacher, high school principal, and superintendent (Waterloo and Des Moines, IA). In 1993, he was selected by The Executive Educator as “one of the nation’s 100 best school executives.” Later he received Iowa’s Superintendent of the Year award (1994). His specialization includes systems thinking, superintendency, and school business management.

2. How the applicant will ensure that a diversity of perspectives are brought to bear in the operation of the proposed project, including those of parents, teachers, the business community, a variety of disciplinary and professional fields, recipients or beneficiaries of services, or others, as appropriate.

We will ensure that a diversity of perspectives are brought to bear in the operation of the proposed project through two mechanisms—(a) ***advisory committee at the project level*** to ensure that various perspectives, including those from business, be included when conducting the proposed project and (b) ***expanded school improvement team*** at the school level to ensure that diverse perspectives are taken into account when engaging in renewal activities at each school.

The ***advisory committee*** at the project level will consist of Dr. Van Cooley and Dr. Jianping Shen (project directors), Dr. Dana Bryant (superintendent representative from a participating school district), a representative of the participants who will be recruited later, Jan Oord (representative from Michigan Department of Education), Bob Howe (executive director of Michigan Elementary and Middle School Principals Association), Jim Ballard (executive director of the Michigan Association of Secondary School Principals), Mr. David Schweitzer (founder of a company in Battle Creek), and Dr. Sharon Anderson (Community Investment Officer of Kalamazoo Community Foundation). The advisory committee will have quarterly meetings so

that various perspectives can bear on the preparation and conduct of the project, and hold the project accountable. The representatives from Michigan Department of Education and the two principal associations will increase buy-in and build a solid foundation for these three organizations to adopt the program for state-wide replication.

The *expanded school improvement team* will include the original school improvement team which usually consists of the principal, teacher leaders (including the aspiring principal), parents, and other stakeholders. In addition, the mentor will join the team. The addition of the mentor to the school improvement team will add a new perspective to the team's work, facilitate the development and implementation of the renewal activities at the schools, and ensure the accountability of the project at the school level.

3. The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.

There are four mechanisms for ensuring feedback and continuous improvement in the operation of the proposed project. ***First***, for each of the modules of the program, we will conduct evaluation with participants. This kind of formative evaluation data is very important for making adjustments toward the success of the project.

Second, when the first cohort is completed in 30 months, there will be data from the principals, teachers, students, and schools to compare the possible difference between the randomly assigned first and second cohorts. This kind of evaluation will generate summative evaluation data for the first cohort, and will help us plan the second cohort.

Third, we will report the data related to the operation of the project as well as formative and summative evaluations to the participants, the advisory committee, the project officer in the U.S. Department of Education and the professional community, from all of whom we will seek

feedback. These procedures will help ensure feedback and continuous improvement in the operation of the proposed project.

Finally, the committed engagement by identified partners will also ensure feedback and continuous improvement in the operation of the proposed project. All committed partners have much at stake. The participating school districts expect that the project improves principal leadership which will, in turn, lead to higher student achievement. The three state-level organizations—Michigan Department of Education, Michigan Association of Secondary School Principals, and Michigan Elementary and Middle School Principals Association expect that the proposed project will produce curriculum, training manual, mentoring manual, and efficacy data to help them scale and sustain the *Learning-Centered Leadership Development Program* to the state level. Through representations on the committees and the frequent interaction with the project staff, the partners will also provide feedback for continuous improvement in the operation of the proposed project.

Project Narrative

LEA Eligibility (Evidence of Eligibility)

Attachment 1:

Title: **LEA Eligibility (Evidence of Eligibility)** Pages: **1** Uploaded File: **LEA Eligibility (Evidence of Eligibility).pdf**

Eligibility of the Participating School District

| LEA | A2: “for which not less than 20 percent of the children served by the LEA are form families with incomes below the poverty line” | | B2: “a high percentage of teachers with emergency, provisional, or temporary certification or licensing | |
|------------------------------------|--|-------|---|------|
| Name | A2 | %* | B2 | %** |
| Albion Public Schools | <input checked="" type="checkbox"/> | 26.97 | <input checked="" type="checkbox"/> | 13.0 |
| Benton Harbor Area Schools | <input checked="" type="checkbox"/> | 47.86 | <input checked="" type="checkbox"/> | 13.3 |
| Bloomington Public School District | <input checked="" type="checkbox"/> | 23.74 | <input checked="" type="checkbox"/> | 17.0 |
| Cassopolis Public School | <input checked="" type="checkbox"/> | 21.34 | <input checked="" type="checkbox"/> | 15.0 |
| Covert Public Schools | <input checked="" type="checkbox"/> | 48.23 | <input checked="" type="checkbox"/> | 5.4 |
| Kelloggsville Public Schools | <input checked="" type="checkbox"/> | 23.63 | <input checked="" type="checkbox"/> | 21.0 |
| Lansing Public Schools | <input checked="" type="checkbox"/> | 26.82 | <input checked="" type="checkbox"/> | 15.0 |
| Muskegon Heights School District | <input checked="" type="checkbox"/> | 43.09 | <input checked="" type="checkbox"/> | 30.1 |
| Muskegon City School District | <input checked="" type="checkbox"/> | 31.87 | <input checked="" type="checkbox"/> | 19.0 |
| Niles Community School District | <input checked="" type="checkbox"/> | 20.76 | <input checked="" type="checkbox"/> | 22.7 |
| Saginaw City School District | <input checked="" type="checkbox"/> | 36.94 | <input checked="" type="checkbox"/> | 13.0 |
| Three Rivers Community Schools | <input checked="" type="checkbox"/> | 20.39 | <input checked="" type="checkbox"/> | 15.2 |

*A2: “for which not less than 20 percent of the children served by the LEA are form families with incomes below the poverty line”; the **data source** is the census data as suggested by the RFP: <http://www.ed.gov/programs/lsl/eligibility.html>

B2: “a high percentage of teachers with emergency, provisional, or temporary certification or licensing”; the **data source is the survey with each school district.

Project Narrative

Appendices/ Attachments

Attachment 1:

Title: **Appendicies** Pages: **74** Uploaded File: **Appendices.pdf**

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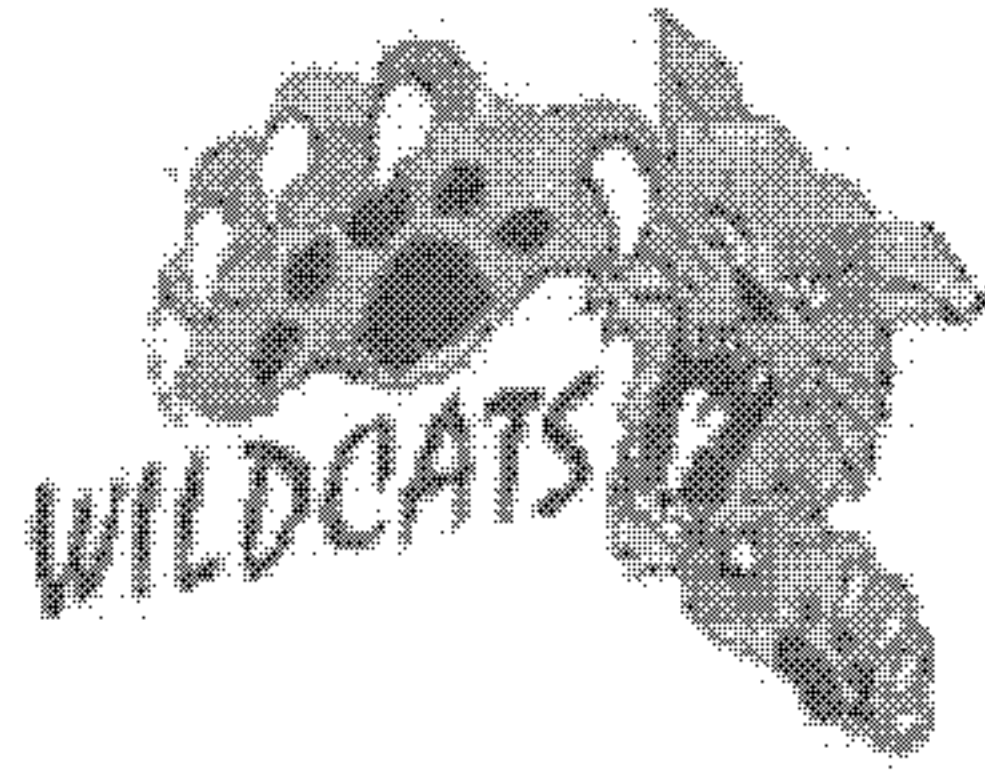
Appendix 1. Participating School Districts and Their Eligibility

| LEA | A2: “for which not less than 20 percent of the children served by the LEA are form families with incomes below the poverty line” | | B2: “a high percentage of teachers with emergency, provisional, or temporary certification or licensing” | |
|------------------------------------|---|-----------|---|------------|
| Name | A2 | %* | B2 | %** |
| Albion Public Schools | <input checked="" type="checkbox"/> | 26.97 | <input checked="" type="checkbox"/> | 13.0 |
| Benton Harbor Area Schools | <input checked="" type="checkbox"/> | 47.86 | <input checked="" type="checkbox"/> | 13.3 |
| Bloomington Public School District | <input checked="" type="checkbox"/> | 23.74 | <input checked="" type="checkbox"/> | 17.0 |
| Cassopolis Public School | <input checked="" type="checkbox"/> | 21.34 | <input checked="" type="checkbox"/> | 15.0 |
| Covert Public Schools | <input checked="" type="checkbox"/> | 48.23 | <input checked="" type="checkbox"/> | 5.4 |
| Kelloggsville Public Schools | <input checked="" type="checkbox"/> | 23.63 | <input checked="" type="checkbox"/> | 21.0 |
| Lansing Public Schools | <input checked="" type="checkbox"/> | 26.82 | <input checked="" type="checkbox"/> | 15.0 |
| Muskegon Heights School District | <input checked="" type="checkbox"/> | 43.09 | <input checked="" type="checkbox"/> | 30.1 |
| Muskegon City School District | <input checked="" type="checkbox"/> | 31.87 | <input checked="" type="checkbox"/> | 19.0 |
| Niles Community School District | <input checked="" type="checkbox"/> | 20.76 | <input checked="" type="checkbox"/> | 22.7 |
| Saginaw City School District | <input checked="" type="checkbox"/> | 36.94 | <input checked="" type="checkbox"/> | 13.0 |
| Three Rivers Community Schools | <input checked="" type="checkbox"/> | 20.39 | <input checked="" type="checkbox"/> | 15.2 |

*A2: “for which not less than 20 percent of the children served by the LEA are form families with incomes below the poverty line”; the **data source** is the census data as suggested by the RFP: <http://www.ed.gov/programs/lsl/eligibility.html>

B2: “a high percentage of teachers with emergency, provisional, or temporary certification or licensing”; the **data source is the survey with each school district.

Appendix 2: Letters for Support and Participation from School Districts



1418 Cooper St.
Albion, Michigan 49224

Fred Clarke, Superintendent

Telephone: (517) 629-2166
FAX: (517) 629-8209

March 26, 2010

Drs. Jianping Shen and Van Cooley
1420 Sangren Hall
Western Michigan University
Kalamazoo, MI 49008-5283

Dear Drs. Shen and Cooley:

This is in support of the School Leadership Grant for Aspiring and Practicing Principals. We feel this initiative will assist our district in increasing student achievement by enhancing leadership capacity of practicing principals. In addition, establishing a pool for aspiring leaders will help meet the short and long term district personnel needs.

Albion Public Schools has ten (10) teachers with provisional teaching certificates. All of our teachers are Highly Qualified, therefore, none are teaching out of their field and none have emergency certification.

In closing, we feel the Leadership Grant will strengthen our district's capacity to serve the needs of our faculty, staff, students and community. Should you have questions, please feel free to contact us.

Sincerely,

A handwritten signature in black ink, appearing to read "Fred Clarke".

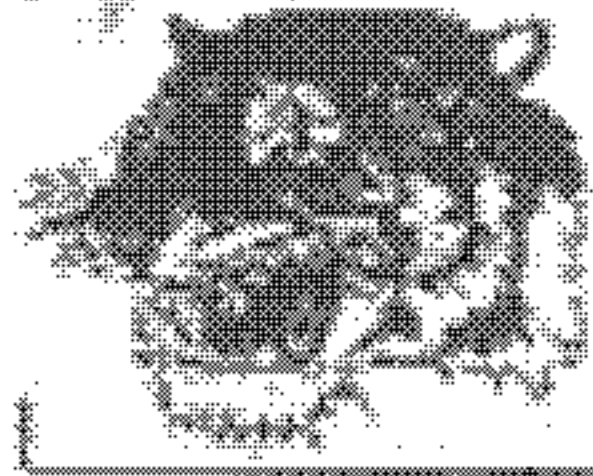
Frederick C. Clarke
Superintendent

FC/sa

Creating Schools of Excellence

APR 1 2010 10:03AM

10.572 P. 2



Benton Harbor Area Schools
Quality Learning For Every Student Everyday

March 31, 2010

Drs. Jianping Shen and Van Cooley
1490 Sangren Hall
Western Michigan University
Kalamazoo, Michigan 49008-5283

Dear Drs. Shen and Cooley:

This is in support of the School Leadership Grant for Aspiring and Practicing Principals. We feel this initiative will assist our district in increasing student achievement by enhancing leadership capacity of practicing principals. In addition, establishing a pool for aspiring leaders will help meet the short and long term district personnel needs.

In closing, we feel the Leadership Grant will strengthen our district's capacity to serve the needs of our faculty, staff, students, and community. Should you have questions, please feel free to contact us.

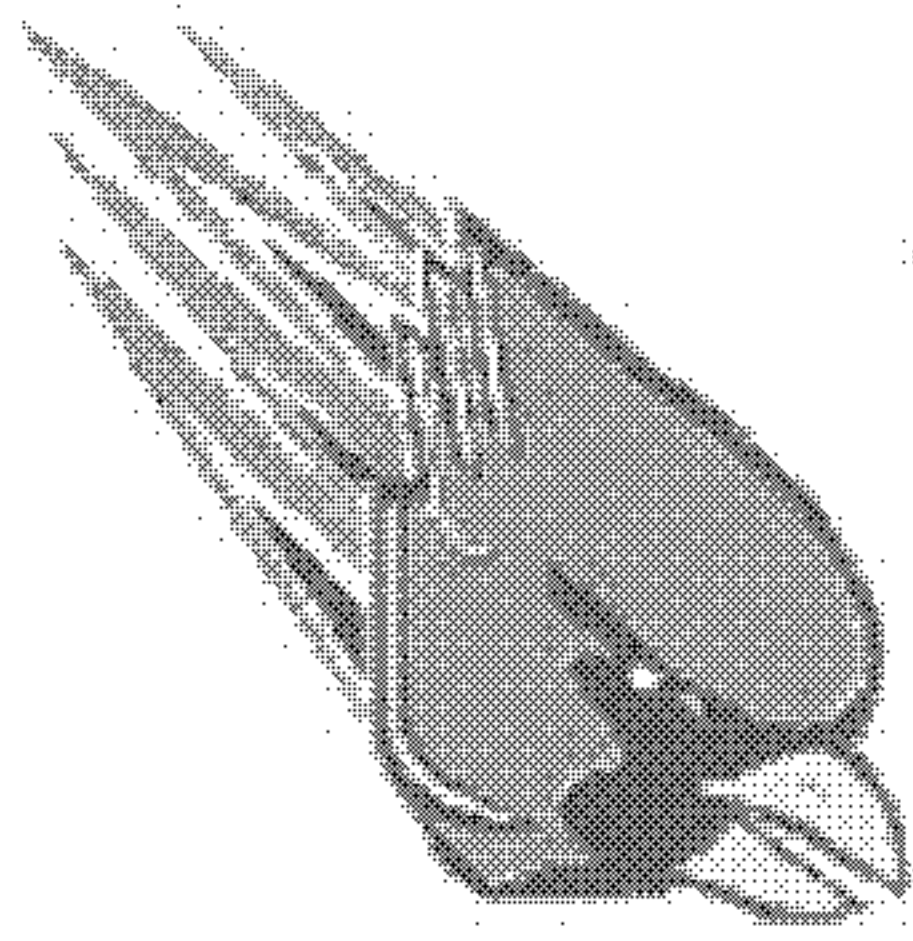
Sincerely,
BENTON HARBOR AREA SCHOOLS



Carole Schmidt, Ph.D.

Carole Schmidt, Ph.D.
Superintendent of Schools

828 RiverView Drive
Benton Harbor, MI 49022
269.608.1000
www.bhas.org



Bloomington Public Schools

Brett A. Geier, Ed.D.
Superintendent

P.O. Box 717 • 303 N. Van Buren Street • Bloomington, MI 49026
Phone: (269) 521-3900 • Fax: (269) 521-3907

March 30, 2010

Drs. Jianping Shen and Van Cooley
1490 Sangren Hall
Western Michigan University
Kalamazoo, Michigan 49008-5283

Dear Drs. Shen and Cooley:

This is in support of the School Leadership Grant for Aspiring and Practicing Principals. We feel this initiative will assist our district in increasing student achievement by enhancing leadership capacity of practicing principals. In addition, establishing a pool for aspiring leaders will help meet the short and long term district personnel needs.

In closing, we feel the Leadership Grant will strengthen our district's capacity to serve the needs of our faculty, staff, students, and community. Should you have questions, please feel free to contact us.

Sincerely,

Brett A. Geier, Ed.D.
Superintendent of Schools

Cc: Dr. Dennis McCrumh
Mr. Rick Rex

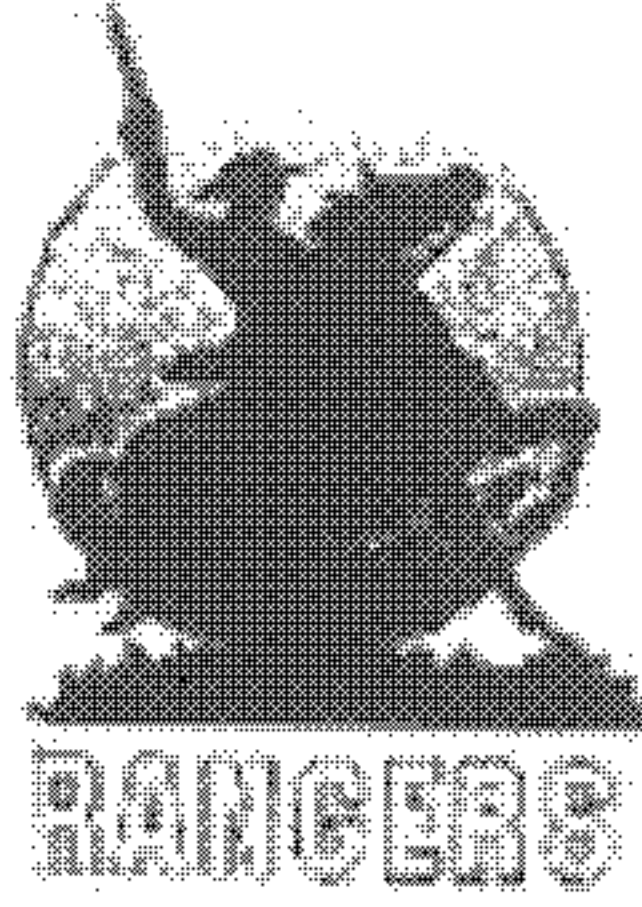
"Educating all students to maximize their potential."

Bloomington High School
625 East Kalamazoo Street
Bloomington, MI 49026
(269) 521-3910

Bloomington Middle School
311 East William Street
Bloomington, MI 49026
(269) 521-3950

Bloomington Elementary School
307 East Wilcox Street
Bloomington, MI 49026
(269) 521-3935

Parkview Elementary School
3382 South Avenue
Bloomington, MI 49026
(269) 526-6035



Cassopolis Public Schools

63708 Bank Church Road - Cassopolis, MI 49031
(269) 445-0600 • Fax: (269) 445-0505

Gregory Weatherspoon
Superintendent

March 30, 2010

Drs. Jianping Shen and Van Cooley
1490 Sangren Hall
Western Michigan University
Kalamazoo, MI 49008-5283

Dear Drs. Shen and Cooley:

This letter is in support of the School Leadership Grant for Aspiring and Practicing Principals. We feel this initiative will assist our district in increasing student achievement by enhancing leadership capacity of practicing principals. In addition, establishing a pool for aspiring leaders will help meet the short and long term district personnel needs.

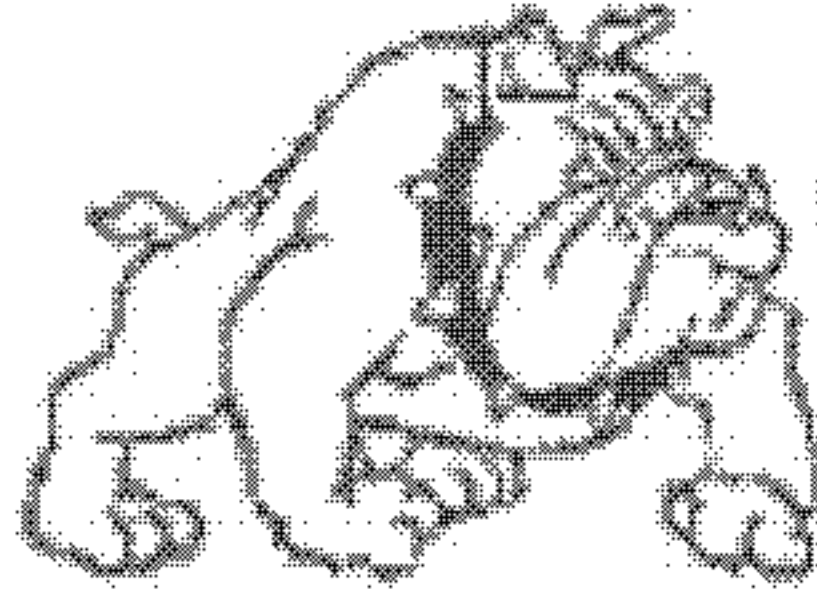
In closing, we feel the Leadership Grant will strengthen our district's capacity to serve the needs of our faculty, staff, students and community. Should you have any questions, please feel free to contact us.

Sincerely,

Gregory Weatherspoon,
Superintendent

All students will demonstrate the academic, technological and cultural competencies necessary to compete in a global society.

CENTRAL OFFICE
(269) 764-3701
(269) 764-3518 FAX
Dr. Stephanie Burrage,
Superintendent
MIDDLE/HIGH SCHOOL
(269) 764-3710
Rich Jones, Principal
ATHLETIC DEPARTMENT
(269) 764-3711
Patrick Burrage, Athletic Director
ELEMENTARY SCHOOL
(269) 764-3711
Lead with Rich, Principal



COVERT PUBLIC SCHOOLS
35323 M-140 HIGHWAY
COVERT, MICHIGAN 49043

DISTRICT MISSION STATEMENT

Covert Public Schools is a community-minded organization dedicated to the education of students from early childhood to adulthood. We will:

- (1) Provide educational leadership through quality instruction.
- (2) Implement an academically sound, standards-based curriculum.
- (3) Support students in meeting grade level benchmarks for the District and State standards.

March 29, 2010

Drs. Jamping Shen and Van Cooley
1490 Sangren Hall
Western Michigan University
Kalamazoo MI 49008-5283

Dear Drs. Shen and Cooley:

This is in support of the School Leadership Grant for Aspiring and Practicing Principals. We feel this initiative will assist our district in increasing student achievement by enhancing leadership capacity of practicing principals. In addition, establishing a pool for aspiring leaders will help meet the short and long term district personnel needs.

In closing, we feel the Leadership Grant will strengthen our district's capacity to serve the needs of our faculty, staff, students, and community. Should you have questions, please feel free to contact us at 269-764-3701.

Sincerely,

Dr. Stephanie Burrage
Superintendent

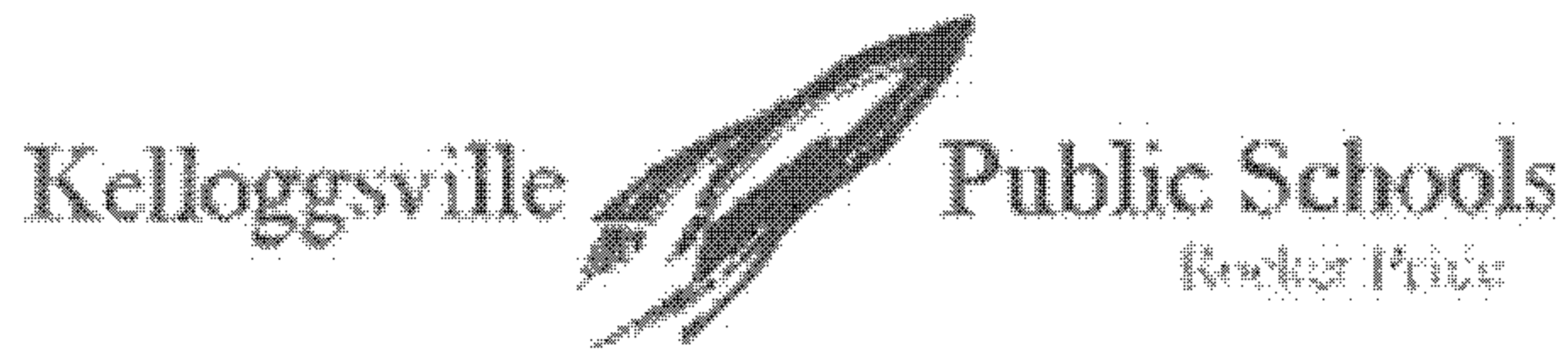
em

The Covert Public School District is in compliance with all state and federal laws prohibiting discrimination on the basis of race, color, religion, national origin or ancestry, age, sex, marital status or handicap.

APR 1 2010 10:37 AM

COVERT SCHOOLS

APR 1 2010 9:16 AM



242 - 2nd Street, S.E., Grand Rapids, Michigan 49546 (616) 534-7405 (616) 732-3707 fax

Kelloggsville High School 1100 1st Street, S.W. (616) 534-3170
Dunwoody Alternative High School 111 - 7th Street, S.W. (616) 534-3170
Kelloggsville Middle School 44000 Division Ave. (616) 534-3171
West Elementary School 1520 Johnson Ave., S.E. (616) 534-3180
Kelloggsville Early Childhood Center 227 - 1st Street, S.W. (616) 534-3182
Seabrook Elementary School 1700 - 2nd Street, S.E. (616) 534-3183
West Elementary School 4100 Myrtle Ave., S.E. (616) 534-3191

April 1, 2010

Drs. Jianping Shen and Vaci Cooley
1490 Sangren Hall
Western Michigan University
Kalamazoo, MI 49008-5283

Dear Drs. Shen and Cooley:

This is in support of the School Leadership Grant for Aspiring and Practicing Principals. We feel this initiative will assist our district in increasing student achievement by enhancing leadership capacity of practicing principals. In addition, establishing a pool of aspiring leaders will help meet the short and long term district personnel needs.

In closing, we feel the Leadership Grant will strengthen our district's capacity to serve the needs of our faculty, staff, students, and community. Should you have questions, please feel free to contact us.

Sincerely,

Gregory D. Warsen
Superintendent

04/01/2010 11:26 DR. T. C. WALLACE

(FAX)5177551019

P.002/002



DR. T. C. WALLACE, JR.
SUPERINTENDENT OF SCHOOLS
100 W. Kalamazoo Street
Lansing, MI 48913

SUPERINTENDENT'S
CABINET

April 1, 2010

Mr. James Davis
Agency Superintendent

Via facsimile
269.387.3636

Ms. Debra Jacobson
Executive Director of
Human Resources

Dr. Jianping Shen
Dr. Van Cooley
1470 Sangren Hall
Western Michigan University
Kalamazoo, MI 49008-1283

Ms. Beth Lemons
Chief Academic Officer

Dear Drs. Shen and Cooley:

Mr. Brian Raloff
Chief Operations Officer

This is in support of the School Leadership Grant for Aspiring and Practicing Principals. We feel this initiative will assist our district in increasing student achievement by enhancing leadership capacity of practicing principals. In addition, establishing a pool for aspiring leaders will help meet the short- and long-term district personnel needs.

Mr. Vincent Ramirez
Assistant Superintendent of
Business / Chief Financial
Officer

In Lansing School District, 99.99% of teachers are highly-qualified; .0008% are on an emergency permit; .004% are on a full-year permit; and .004% are on a temporary permit.

Mr. Stephen Sorokan
Executive Director of
Communications
Governmental Relations

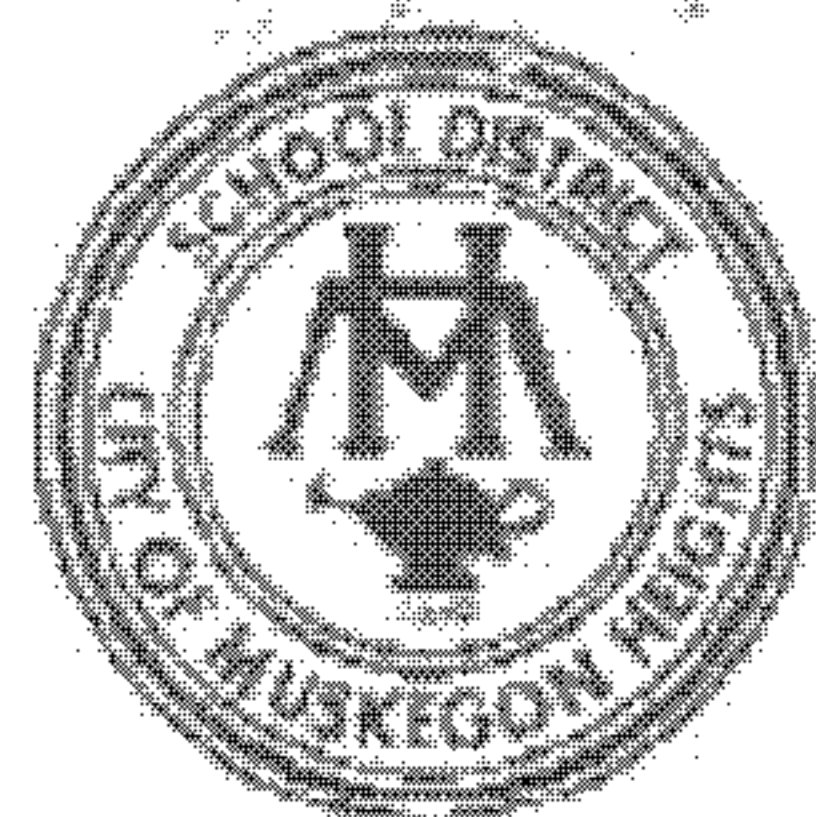
In closing, we feel the Leadership Grant will strengthen our district's capacity to serve the needs of our faculty, staff, students, and community. Should you have questions, please feel free to contact us.

Sincerely,

T. C. Wallace, Jr., Ed. D.
Superintendent of Schools

ACHIEVEMENT - ARTS - ATHLETICS

Lansing School District is an equal opportunity organization. We do not discriminate on the basis of race, sex, color, religion, national origin, or disability. If you have any questions, please contact the Superintendent of Schools, 100 West Kalamazoo Street, Lansing, MI 48913, 517-387-3636.



MUSKEGON HEIGHTS PUBLIC SCHOOLS

2603 Leshy Street * Muskegon Heights, Michigan 49444 * Phone 231-830-3221 * Fax 231-830-3560

March 26, 2010

Drs. Jianping Shen and Van Cooley
1420 Sangren Hall
Western Michigan University
Kalamazoo, MI 49008-5283

Dear Drs. Shen and Cooley:

This is in support of the School Leadership Grant for Aspiring and Practicing Principals. We feel this initiative will assist our district in increasing student achievement by enhancing leadership capacity of practicing principals. In addition, establishing a pool for aspiring leaders will help meet the short and long term district personnel needs.

Our district has no teachers that are teaching out of their field, thirty-four (34) teachers that are teaching on provision certificates and three (3) teachers that are teaching on emergency certificates.

In closing, we feel the Leadership Grant will strengthen our district's capacity to serve the needs of our faculty, staff, students, and community. Should you have questions, please feel free to contact us.

Sincerely,


Dana M. Bryant, Ph.D., CPA
Superintendent

The mission of the Muskegon Heights Public School System is to educate students to become productive, responsible citizens.



The best for every child, every day.

Superintendent's Office • 349 W. Webster Avenue • Muskegon, MI 49540 • (231) 720-2000 • (231) 720-2090 fax • (231) 720-2066 TTY

March 23, 2010

Drs. Harping Shen and Van Cooley
1429 Sargren Hall
Western Michigan University
Kalamazoo, MI 49008-5283

Dear Drs. Shen and Cooley:

This letter is written in support of the School Leadership Grant for Aspiring and Practicing Principals. I feel this initiative will assist our district in increasing student achievement by enhancing leadership capacity of practicing principals. In addition, establishing a pool for aspiring leaders will help meet the short and long term district personnel needs.

In closing, I feel the Leadership Grant will strengthen our district's capacity to serve the needs of our faculty, staff, students and community. If I can be of any further assistance in the application process, please contact me.

Sincerely,

Colin Armstrong
Superintendent

This document is the property of the Muskegon Public Schools. It is loaned to you for your use only. It is not to be distributed outside of the Muskegon Public Schools. If you have any questions, please contact the Superintendent's Office at (231) 720-2000. Thank you for your cooperation.

Mar 25 2010 13:58:48 Niles schools admin

No. 2722 P. 1



111 Spruce Street, Niles, Michigan 49120
Superintendent (269) 683-0731 Business (269) 683-0734
Curriculum (269) 683-0736 Personnel (269) 683-6562
Special Education (269) 683-0757 Technology (269) 683-6563
Fax (269) 684-6357

March 25, 2010

Drs. Jianping Shen and Van Cooley
1490 Sangren Hall
Western Michigan University
Kalamazoo, Michigan 49008-5283

Dear Drs. Shen and Cooley:

This letter is in support of the School Leadership Grant for Aspiring and Practicing Principals. We are interested in the work being done by Western Michigan University to improve leadership capacity and believe that this is important for the future of our state. We also believe there is a need to prepare our future leaders with the skills necessary to become effective leaders in our schools.

We look forward to working closely with you on the Leadership Grant and look for the time for us to sit together and work through the details. We also look at this opportunity to frame a working partnership for future endeavors that are mutually beneficial for WMU and the Niles Community Schools.

This is an important time for framing the future of our public schools. It is our hope to work on this closely together for the sake of our students, staff, and community. If you have any questions or need to talk further, please feel free to contact me.

Sincerely,

A handwritten signature in black ink, appearing to read 'Richard Weigel', is written over a circular stamp or seal.

Richard Weigel
Superintendent



Dr. Thomas N. Barris, Superintendent

550 Millard Street, Spring Lake, Michigan 49782-1402
Telephone: 616-399-4500 www.spdlaz.net

March 29, 2010

Drs. Jianping Shen and Van Cooley
1420 Sangren Hall
Western Michigan University
Kalamazoo, MI 49008-5283

Dear Drs. Shen and Cooley:

This is in support of the School Leadership Grant for Aspiring and Practicing Principals. We feel this initiative will assist our district in increasing student achievement by enhancing leadership capacity of practicing principals. In addition, establishing a pool for aspiring leaders will help meet the short and long-term district personnel needs.

In addition, per your request, I am providing the following information:

Number of teachers teaching outside of their field: 2
Number of teachers w/provisional certificates: 74
Number of teachers w/emergency permits: 5

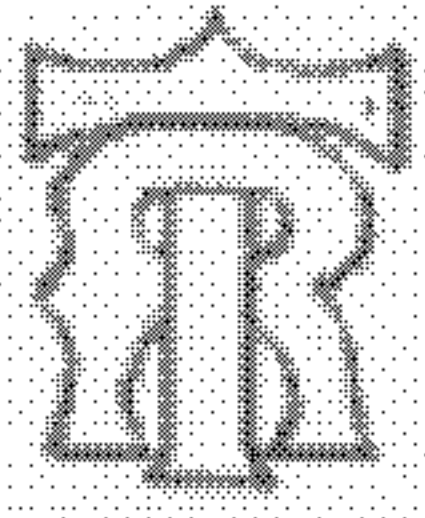
In closing, we feel the leadership grant will strengthen our district's capacity to serve the needs of our faculty, staff, students, and community. Should you have questions, please feel free to contact us.

Sincerely,

Dr. Thomas N. Barris
Superintendent of Schools

BOARD INFORMATION

Deena Spitzer-Aiken, President • Beverly J. Yanda, Vice President • Mattie L. Thompson, Secretary • Ronald S. Soets, Treasurer
Norman C. Bradstock, Trustee • Glenda E. Richardson-Naughton, Trustee • Alexis S. Thomas, Trustee



*Three Rivers
Community Schools*

Roger Rathburn, Superintendent

851 SIXTH AVENUE
THREE RIVERS, MI 49083

PHONE: 269/279-1100
FAX: 269/279-5384

March 30, 2010

Drs. Jianping Shen and Van Cooley
1490 Sangren Hall
Western Michigan University
Kalamazoo, Michigan 49008-5283

Dear Drs. Shen and Cooley:

This is in support of the School Leadership Grant for Aspiring and Practicing Principals. We feel this initiative will assist our district in increasing student achievement by enhancing leadership capacity of practicing principals. In addition, establishing a pool for aspiring leaders will help meet the short and long-term district personnel needs.

In closing, we feel the Leadership Grant will strengthen our district's capacity to serve the needs of our faculty, staff, students and community. Should you have questions, please feel free to contact us.

Sincerely,

Roger M. Rathburn
Superintendent

Three Rivers Community Schools
Working Together for Educational Excellence

Appendix 3: Letters of Support and Commitment to Replication from Michigan Department of Education and Two Professional Associations for Principals.



JENNIFER M. GRANHOLM
GOVERNOR

STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING



MICHAEL P. FLANAGAN
SUPERINTENDENT OF
PUBLIC INSTRUCTION

March 25, 2010

Drs. Jianping Shen and Van Cooley
1490 Sangren Hall
Western Michigan University
Kalamazoo, Michigan 49008-5283

Dear Drs. Shen and Cooley:

I am writing to support the project, proposed by Western Michigan University and partner school districts, to improve principal leadership, with a focus on enhancing student achievement. The project will not only support the participating school districts directly, but also develop curriculum, training manuals, efficacy data of the training program, and other materials that Michigan Department of Education will use in statewide professional development in school leadership. The proposed project will benefit the professional community at large.

Western Michigan University has a track record of working with school districts, professional associations, universities, and Michigan Department of Education to improve school leadership. We fully support the proposed project. Should you have any questions, please feel free to contact us.

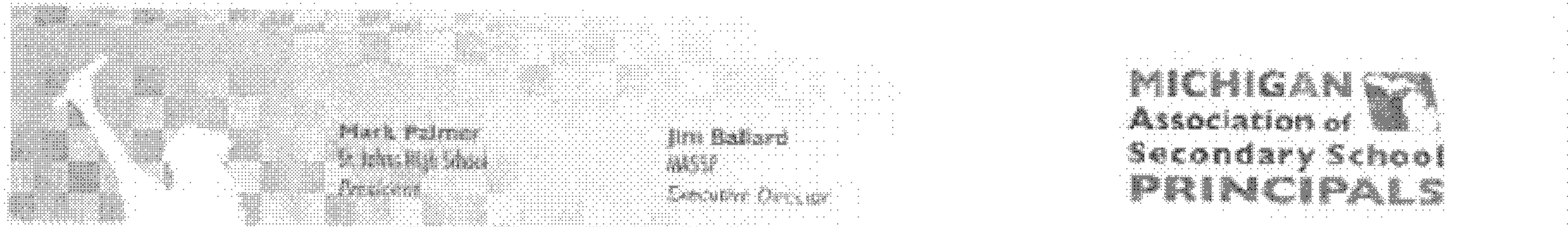
Sincerely,


MaryAlice Galloway, Director
Office of Education Improvement & Innovation

STATE BOARD OF EDUCATION

KATHERINE N. STRAUS – PRESIDENT • JOHN C. AUSTIN – VICE PRESIDENT
CAROLYN L. CLERTON – SECRETARY • MARIANNE YARSD MCGLIRE – TREASURER
NANCY DANHOFF – NARBE DELEGATE • ELIZABETH W. BAUER
REGINALD M. TURNER • CASANDRA E. ULBRICH

808 WEST ALLEGAN STREET • P.O. BOX 90006 • LANSING, MICHIGAN 48903
www.michigan.gov/mde • (517) 373-3324



ADVOCACY

March 24, 2010

EDUCATION

Dr. Jiaming Shen and Van Cooley
1490 Sargren Hall
Western Michigan University
Kalamazoo, Michigan 49008-5233

GUIDANCE

Dear Drs. Shen and Cooley:

LEADERSHIP

On behalf of Michigan Association of Secondary School Principals, I am writing to support the project, proposed by Western Michigan University and partner school districts, to improve principal leadership, with a focus on enhancing student achievement. The project will not only support the participating schools/districts directly, but also develop curriculum, manuals, efficacy data, and other materials that our organization will use in its enhancement programs for principals. The proposed project will benefit the professional community at large.

Western Michigan University has a track record of working with school districts and professional associations to improve school leadership. We fully support the proposed project. Should you have any questions, please feel free to contact us.

Respectfully,

Jim Ballard
Executive Director

2001 Christman Pkwy Ste. 100
Lansing, Michigan 48217-2777
Phone 817.327.8313
Fax 817.327.8360
www.massp.org



March 24, 2010

Drs. Jianping Shen and Van Cooley
1490 Sangren Hall
Western Michigan University
Kalamazoo, Michigan 49008-5283

Dear Drs. Shen and Cooley:

On behalf of the Michigan Elementary and Middle School Principals Association I am writing to support the school leadership project proposed by Western Michigan University and partner school districts. MEMSPA strongly believes that such an initiative will assist the school districts in increasing student achievement by cultivating effective school leadership.

The curriculum, training manuals, efficacy data, and other materials developed as a result of the proposed project will be very useful for our association's specialty endorsement training program for our member principals.

Western Michigan University has a great track record of working positively and productively with Michigan School Districts and our professional association to improve school leadership. MEMSPA fully supports the proposed project. Should you have any questions, please feel free to contact me at any time.

Sincerely,

Robert E. Howe, Jr.
Executive Director

1980 N. College Road, Mason, MI 48854
517.694.8955 ** Fax 517.694.8945 ** www.memspa.org

Appendix 4. Data-Informed Decision-Making on High-Impact Strategies for Principals

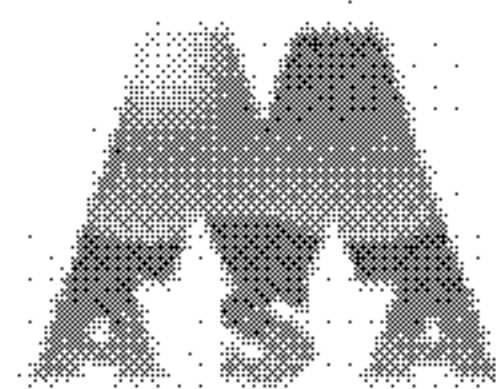


**DATA-INFORMED DECISION-MAKING
ON HIGH-IMPACT STRATEGIES**

A Measurement Tool for School Principals

Aligned With Michigan Department of Education's Michigan School Improvement Framework

Produced by Michigan Coalition of Educational Leadership, A State Action Educational Leadership Project on Data-Informed Decision-Making Funded by The Wallace Foundation.



DATA-INFORMED DECISION-MAKING ON HIGH-IMPACT STRATEGIES

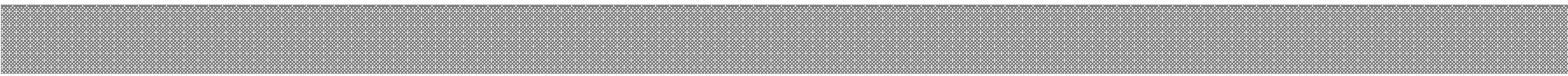
A Measurement Tool for School Principals

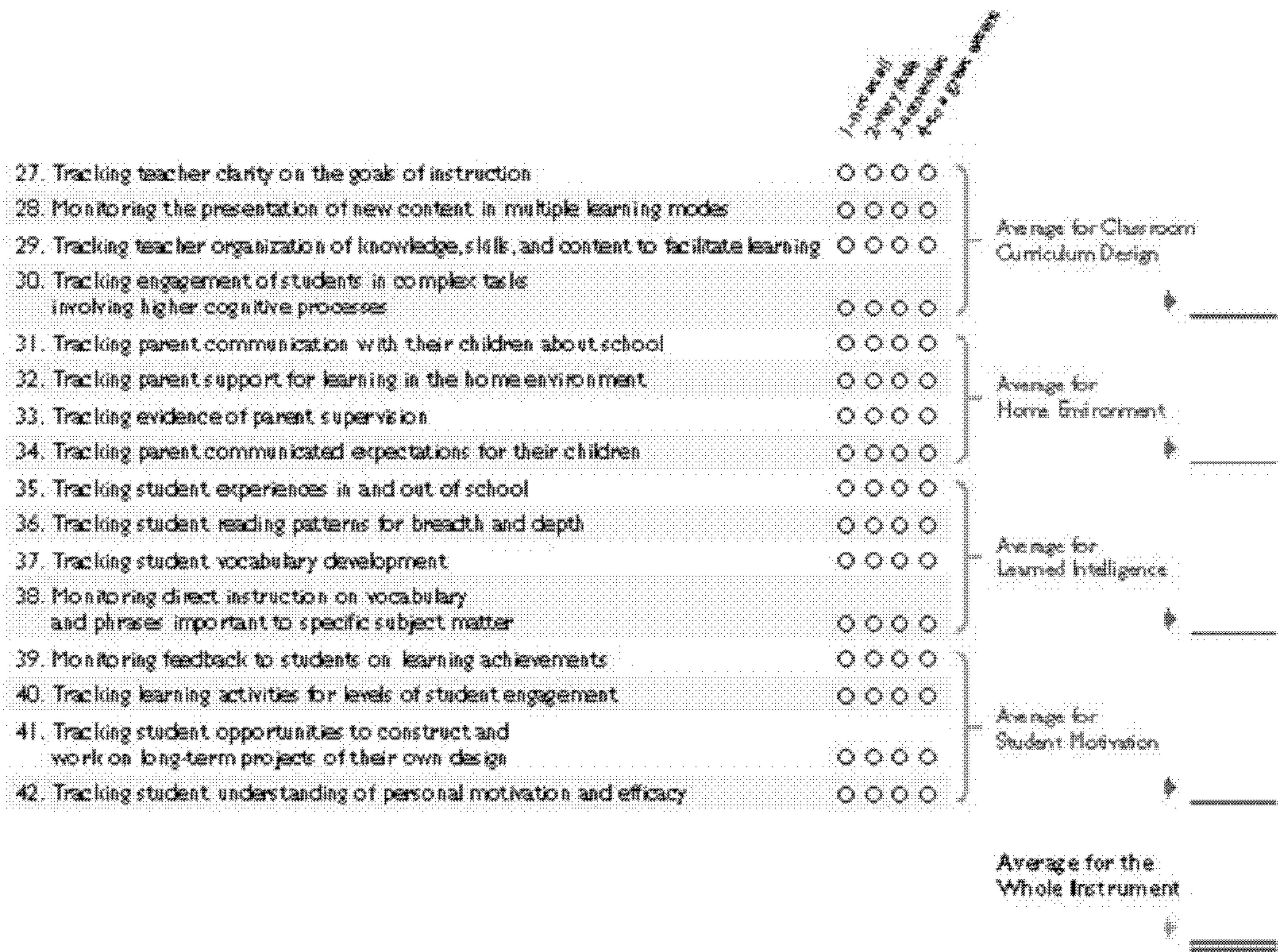
Principals should respond to each item. The items for each subscale should then be averaged. The 11 subscale scores provide a basis for improving principalship in using data for the high-impact strategies.

Please indicate to which extent you engage in the following activities:

| 1. Tracking the identification, organization, and sequencing of the district essential curriculum | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | |
|---|-----------------------|-----------------------|-----------------------|-----------------------|--|
| 2. Monitoring communication of the district essential curriculum expectations | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Average for Guaranteed and Viable Curriculum |
| 3. Tracking allocation of time for students to learn the essential curriculum | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | |
| 4. Establishing specific goals for individual students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | |
| 5. Providing timely feedback on student progress through aligned classroom assignments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | |
| 6. Developing specific, challenging school goals | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Average for Challenging Goals and Effective Feedback |
| 7. Frequent monitoring on progress toward school goals | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | |
| 8. Monitoring frequency of communications between school and parents | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Average for Parent and Community Involvement |
| 9. Monitoring quality of communications between school and parents | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | |
| 10. Monitoring communication of the district essential curriculum expectations | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | |
| 11. Tracking parent and community involvement in school activities | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Average for Safe and Orderly Environment |
| 12. Tracking parent and community involvement in school governance | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | |
| 13. Tracking student behavior patterns to establish school-wide behavior expectations | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Average for Collegiality and Professionalism |
| 14. Early detection of violent and extreme behavior | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | |
| 15. Monitoring effectiveness of consequences for inappropriate student behavior | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | |
| 16. Monitoring evidence of self-discipline and personal responsibility | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Average for Instructional Strategies |
| 17. Tracking teacher collegiality and professionalism | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | |
| 18. Monitoring teacher involvement in school decision-making processes | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | |
| 19. Tracking teacher engagement in and effectiveness of professional development | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | |
| 20. Monitoring the development of a shared professional vocabulary for teaching and learning | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Average for Classroom Management |
| 21. Monitoring units of instruction for employment of research-based strategies | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | |
| 22. Monitoring adaptation of classroom instruction to meet individual student needs | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | |
| 23. Monitoring teacher utilization of instructional strategies that work | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | |
| 24. Monitoring the establishment of consistent classroom rules and effective classroom routines | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | |
| 25. Monitoring the effectiveness of classroom behavior interventions with diverse students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | |
| 26. Monitoring the quality of teacher/student relationships | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | |

1- not at all
 2-very little
 3-somewhat
 4-to a great extent





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BASIC INFORMATION ABOUT THE INSTRUMENT

What does the instrument measure?

The instrument measures the extent to which principals engage in data-informed decision-making in relation to 11 high-impact strategies which are synthesized by Marzano (2003) and are positively correlated with student achievement. The 11 high-impact strategies (i.e., subscales) are shown in Table 1.

What is the instrument's reliability?

Based on a sample of 258 principals, the data indicate the instrument has a high level of reliability for all the subscales as well as for the whole instrument.

Table 1. Reliability Statistics for Subscales and the Whole Instrument

| Subscale | Number of Items | Alpha |
|--|-----------------|-------|
| Guaranteed and viable curriculum (Items 1–4) | 4 | 0.91 |
| Challenging goals and effective feedback (Items 5–8) | 4 | 0.91 |
| Parent and community involvement (Items 9–12) | 4 | 0.92 |
| Safe and orderly environment (Items 13–16) | 4 | 0.92 |
| Collegiality and professionalism (Items 17–20) | 4 | 0.91 |
| Instructional strategies (Items 21–23) | 3 | 0.90 |
| Classroom management (Items 24–26) | 3 | 0.91 |
| Classroom curriculum design (Items 27–30) | 4 | 0.96 |
| Home environment (Items 31–34) | 4 | 0.96 |
| Learned intelligence (Items 35–38) | 4 | 0.90 |
| Student motivation (Items 39–42) | 4 | 0.94 |
| Questionnaire as a whole (Items 1–42) | 42 | 0.98 |

What is the instrument's validity?

Confirmatory factor analyses through structural equation modeling indicate that the instrument has a high level of validity. Results in Table 2 indicated that the null model and one-factor model were poor fits to the data. Although the three-factor model represented an improvement in model-data-fit over the null and one-factor models, its indices fell seriously short of expected standards. However, the proposed eleven-factor model showed a very good fit across all indices. It had the smallest χ^2 statistic, had both CFI and TLI greater than 0.90, and had a SRMR value smaller than 0.08. These indicated that each item on the questionnaire loaded significantly on the appropriate factor. In other words, all items proposed to measure, for example, “guaranteed and viable curriculum,” loaded significantly on this factor (or construct).

Table 2. Model-Data-Fit Indices*

| Model | χ^2 | CFI | TLI | SRMR |
|----------------------|----------|------|------|------|
| Null model | 9505.82 | - | - | - |
| One-factor model | 4088.35 | 0.62 | 0.60 | 0.10 |
| Three-factor model** | 3253.14 | 0.72 | 0.70 | 0.08 |
| Eleven-factor model | 1519.68 | 0.91 | 0.90 | 0.05 |

* CFI = comparative fit index; TLI = Tucker-Lewis index; SRMR = standardized root mean square residual.

** Based on the model that items 1–20 = school-level factors; items 21–30=teacher-level factor; and items 31–42=student-level factor.

How to use the instrument?

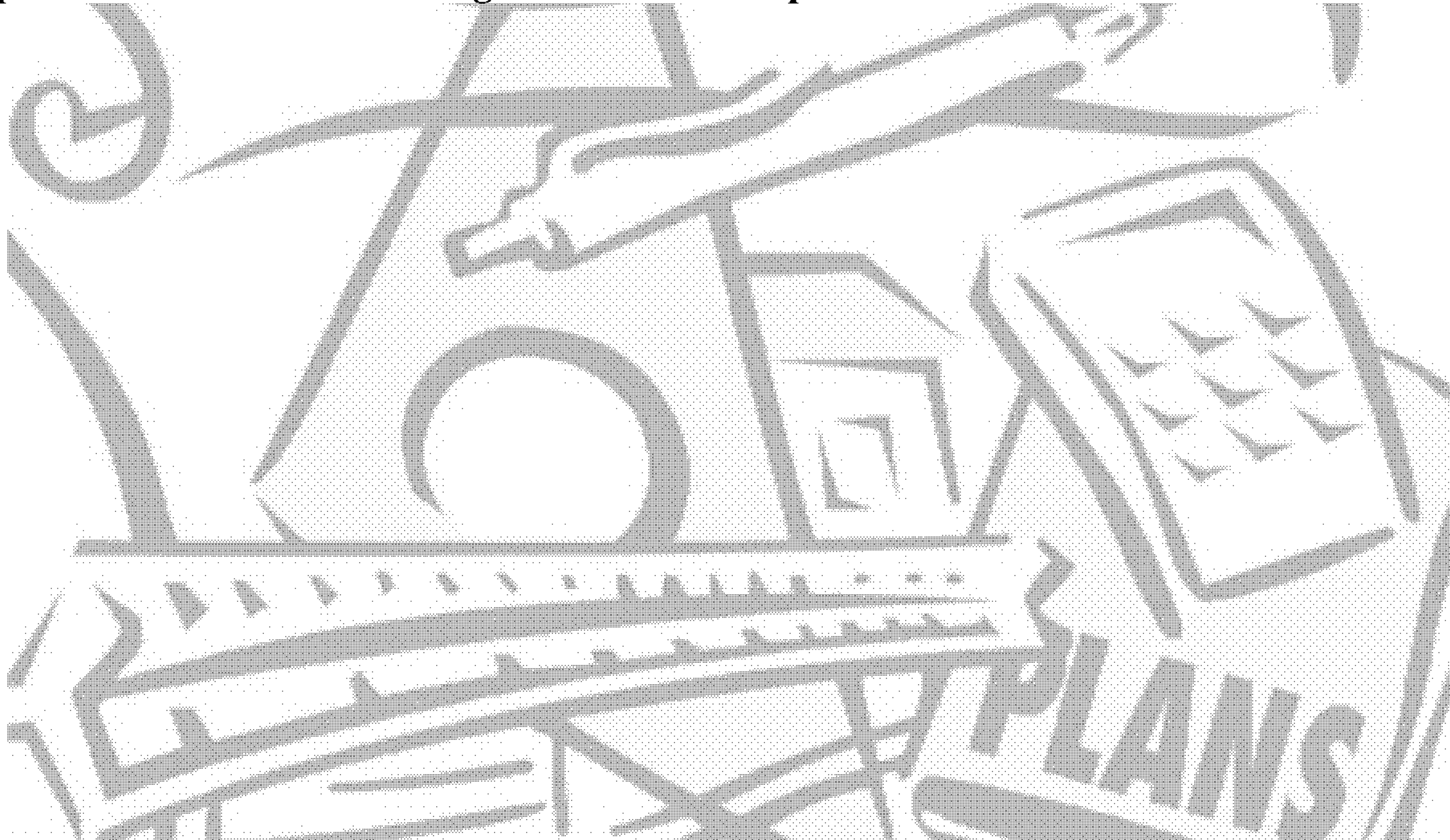
Principals should respond to each item. The items for each subscale should then be averaged. The 11 subscale scores provide a basis for improving principalship in using data for the high-impact strategies.

The development of this instrument was funded by The Wallace Foundation. The items were developed based on Marzano, R.J. (2003). *What Works in Schools*. Alexandria, VA: Association for Supervision and Curriculum Development. Both The Wallace Foundation and Association for Supervision and Curriculum Development are acknowledged.

Citation of the Instrument:

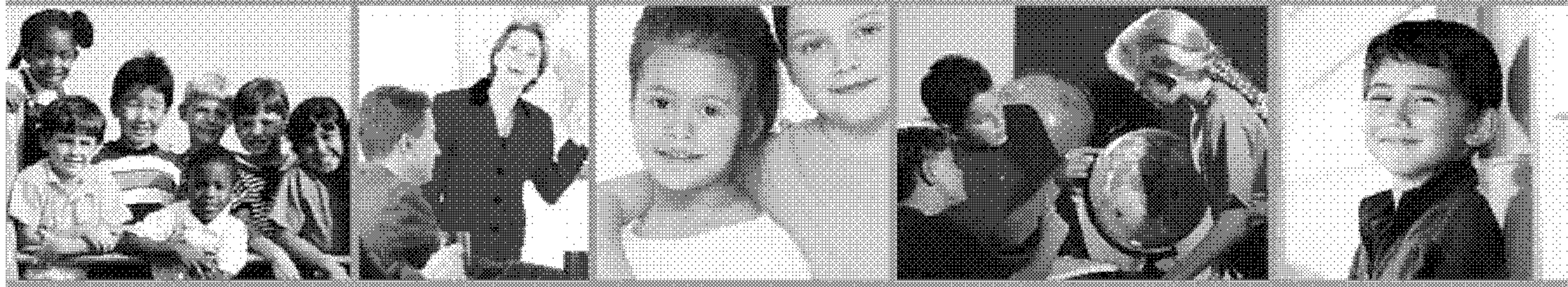
Shen, J., Cooley, V., Ma, X., Reeves, P., Burt, W., Rainey, M., & Yuan, W. (2007). *Data-Informed Decision-Making on High-Impact Strategies: A Measurement Tool for School Principals*. Kalamazoo, MI: Michigan Coalition of Educational Leadership.

Appendix 5. Data-Informed Decision Making Guidebook for School Improvement (The First Six Pages) (For the whole instrument, please visit: <http://www.wmich.edu/wallacegrant/docs/DIDM.pdf>)



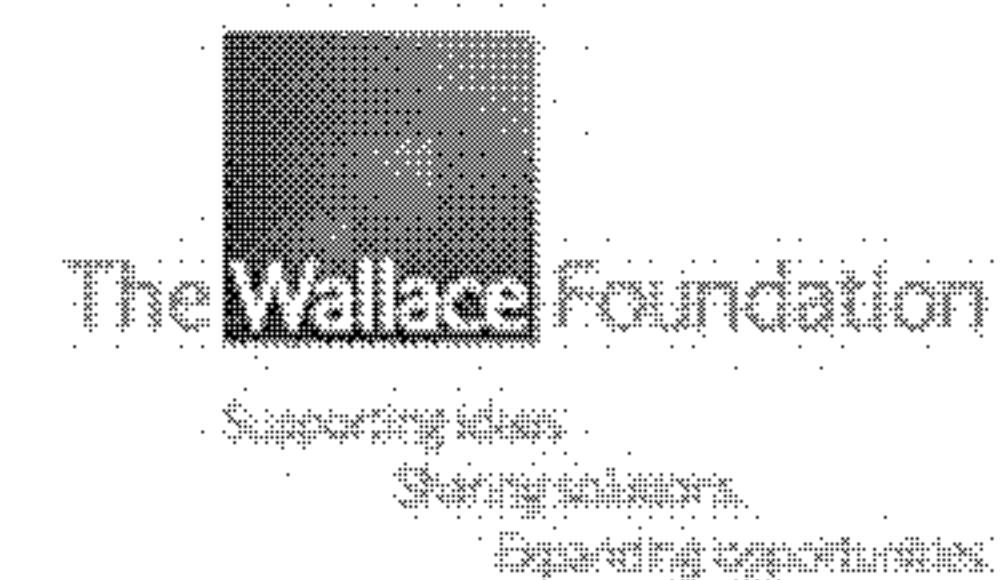
DATA-INFORMED DECISION-MAKING

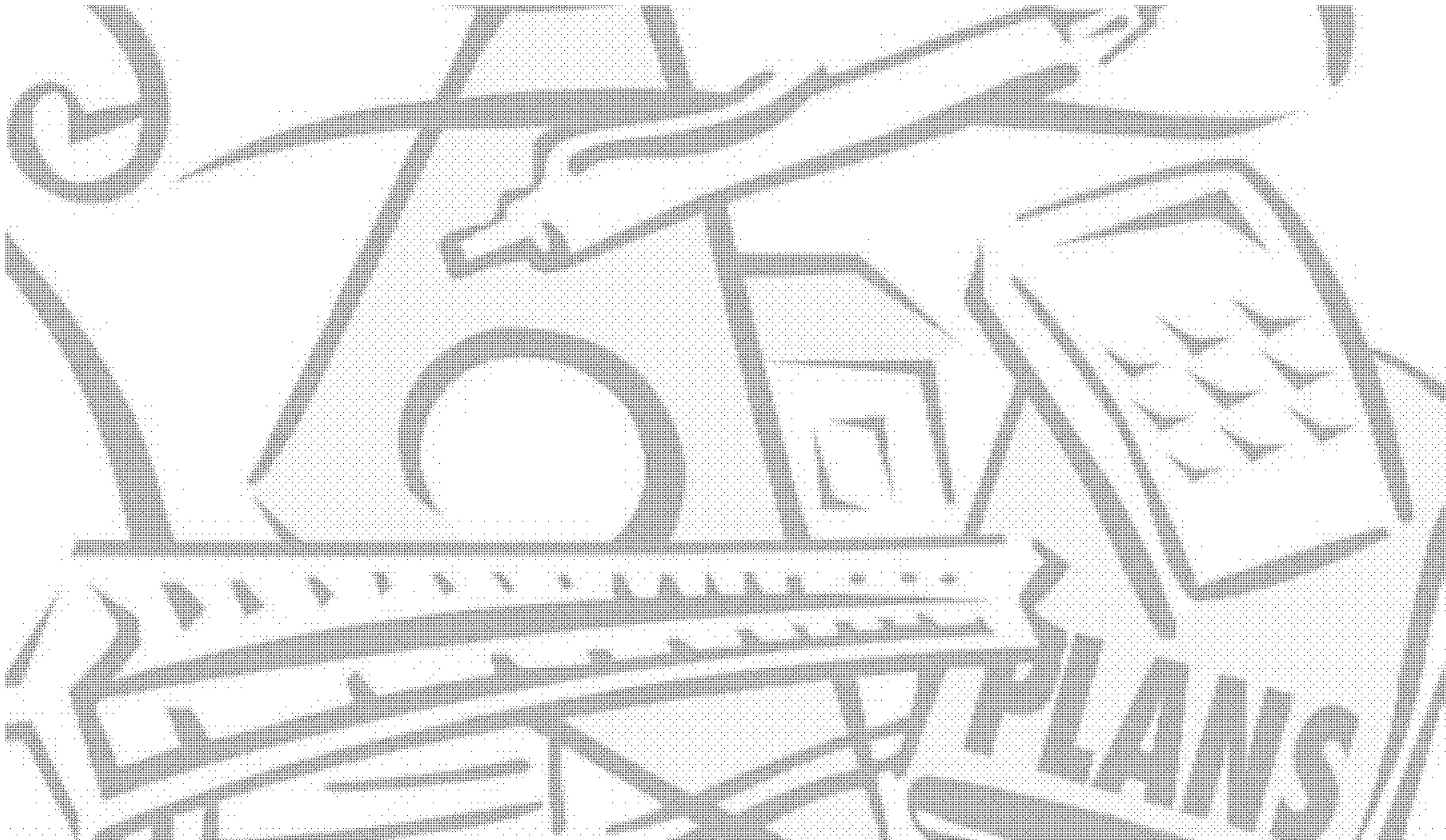
A Guidebook for Data Points and Analyses in the Context of Michigan School Improvement Framework



Produced by Michigan Coalition of Educational Leadership, A State Action Educational Leadership Project on Data-Informed Decision-Making Funded by The Wallace Foundation.

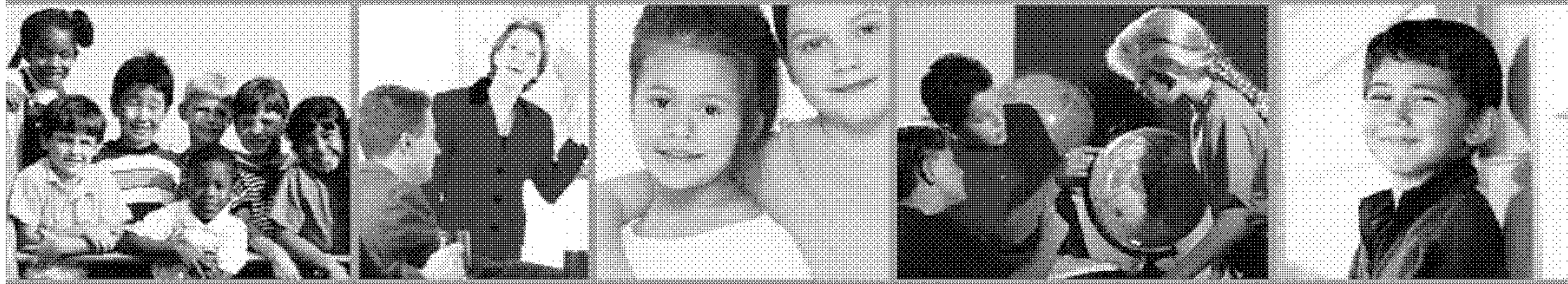
Based on Michigan Department of Education's Michigan School Improvement Framework





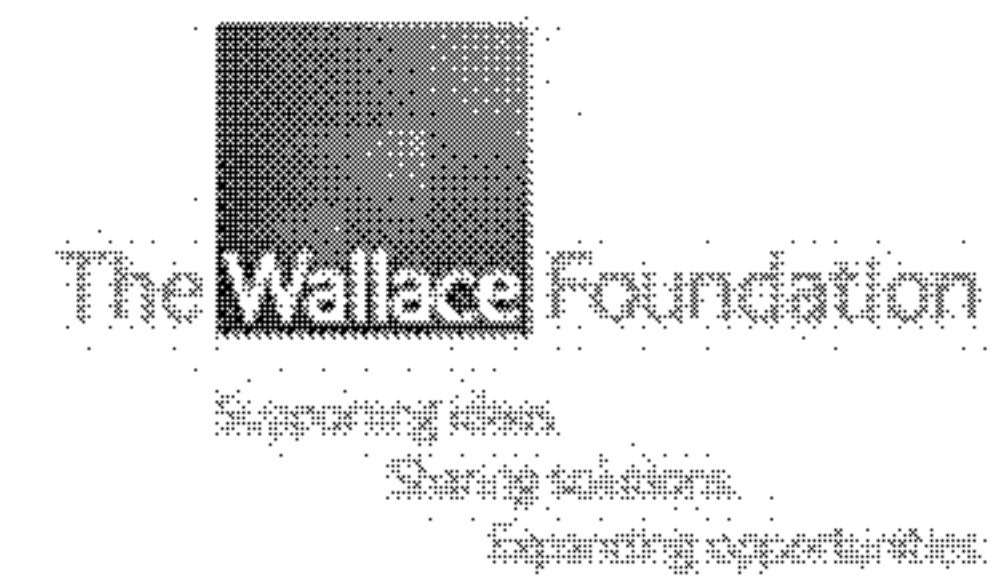
DATA-INFORMED DECISION-MAKING

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DATA-INFORMED DECISION-MAKING

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*Produced by Michigan Coalition of Educational Leadership,
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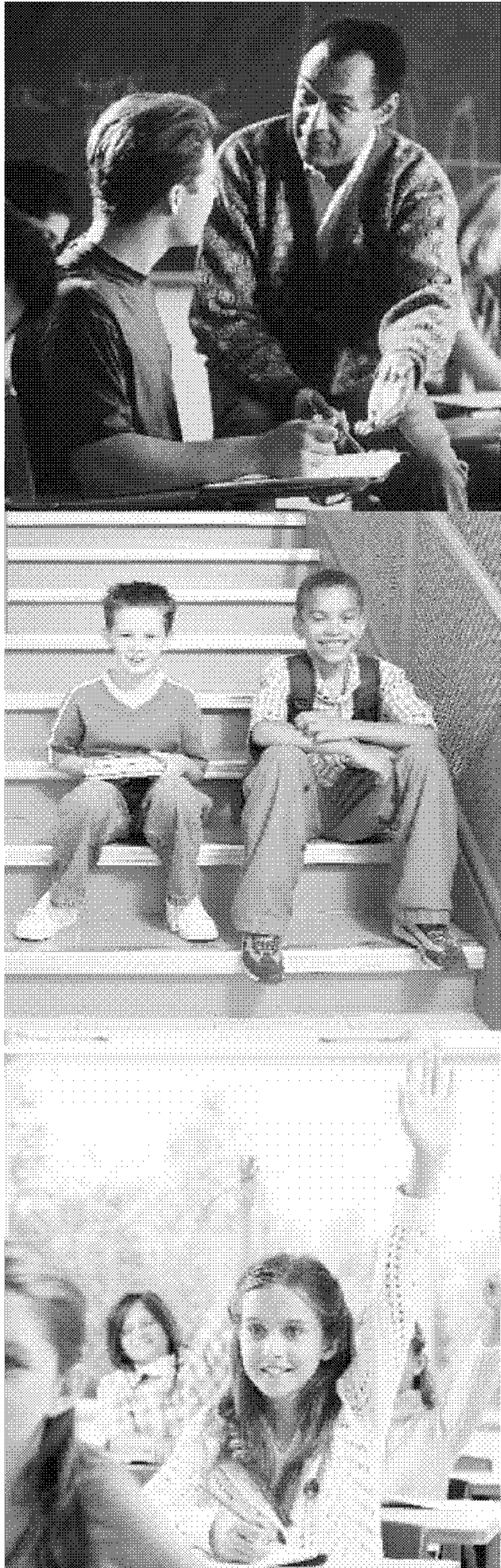
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DATA-INFORMED DECISION-MAKING

A Guidebook for Data Points and Analyses in the Context of Michigan School Improvement Framework

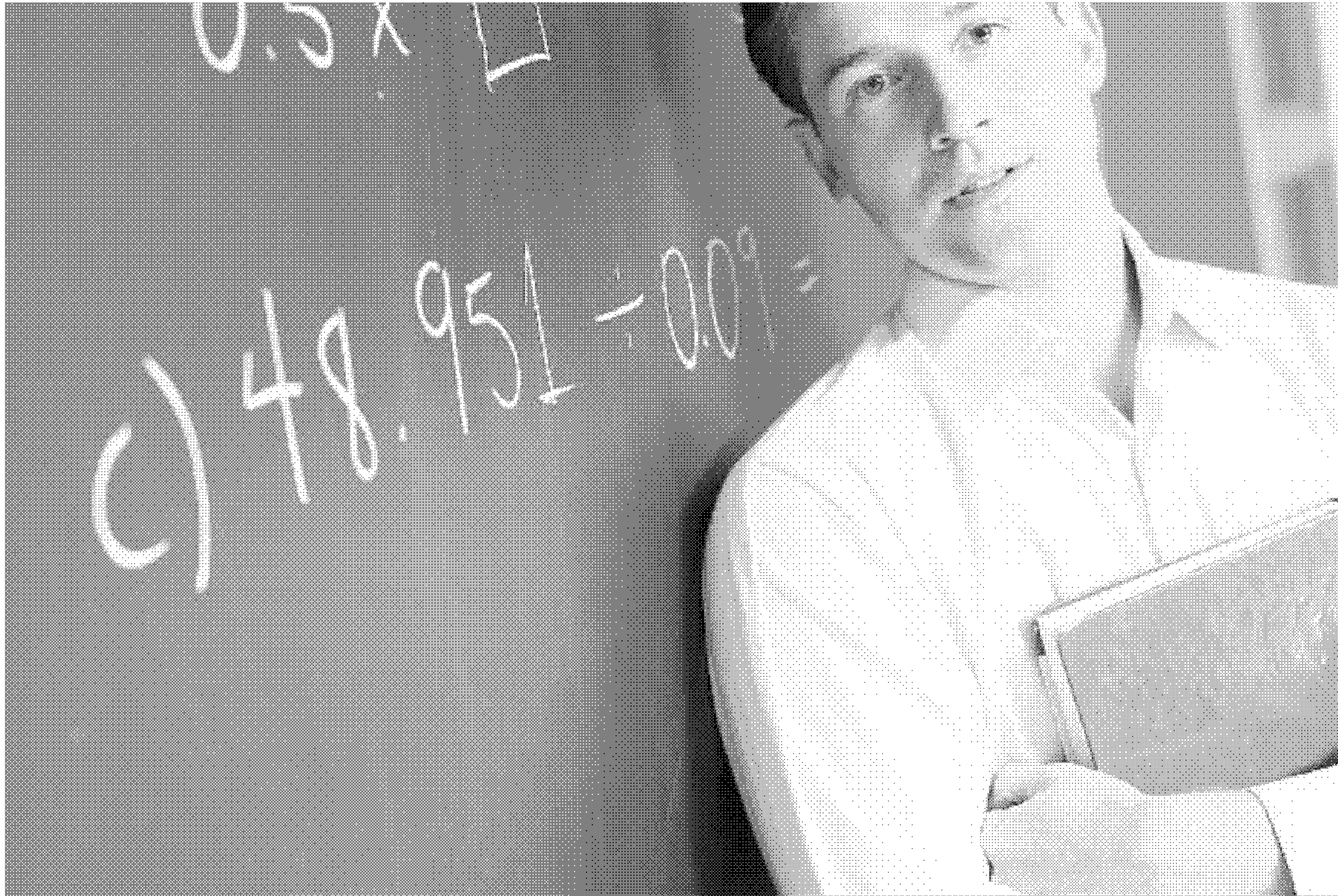
Introduction

This document is developed to address the data needs embedded in the Michigan School Improvement Framework. We take the strands, standards and benchmarks from the framework, and develop two examples of data points and data analysis for each benchmark. The importance of data-informed decision-making is self-evident. This document is intended to provide concrete examples for educators. The document has the following characteristics to meet the needs from the field.

- *More summative than formative.* While the discussion questions in Michigan School Improvement Framework lead to more formative evaluation, the data source and the data analysis suggested in this document are more summative.
- *Decision-oriented.* The examples of data points and data analyses are decision-oriented. A decision could be made after each data analysis.
- *Model-based.* In a continuum from (a) an open-ended tool kit, to (b) an inquiry process, and to (c) a model of data points and analyses, we choose to focus on (c) because we feel it is important to provide concrete examples for principals and other school personnel. We feel that the approach we choose to take addresses an urgent need in the field.
- *Existing in a variety of settings.* This document is intended for educators in various capacities. This document could also be used as a curriculum guide on data-informed decision-making by universities' educational leadership programs and professional associations' professional development.

The illustrated data points and data analyses are just examples. They are not intended to be definitive and exhaustive. There are many other appropriate data points and data analysis methods given the specific context. We welcome your feedback and suggestion as you use the document.





Strand I: Teaching for Learning

Standards and Benchmarks

Standard 1: Curriculum

Benchmark A: Curriculum Alignment, Reviewed, and Monitored

Benchmark B: Curriculum Communicated

Type of Data

District/school published curriculum guide

Scope and sequence documents from the written curriculum

Schedules, agendas, and materials from professional development activities related to curriculum

Samples of communication with the parents related to curriculum

Type of Analysis

Conduct a content analysis of the district/school curriculum in key subject areas; tally the results on the extent to which the grade-level content expectations are addressed by the district/school curriculum; the higher percentage the grade-level content expectations are covered, the higher level of curriculum alignment

Schematic and pictorial presentation of how the curriculum is aligned horizontally (across content areas at a grade level) and vertically (within a subject across the grade levels)

Counts of professional development activities on communicating curriculum within the last five years; themes of the content of these activities such as focusing on sharing and discussing the grade-level and course curriculum

Counts of communications with parents on curriculum within the last five years; themes of the content of the communications such as announcement of the content schedule and suggested activities to help students to be successful

DATA-INFORMED DECISION-MAKING

A Guidebook for Data Points and Analytes in the Context of Michigan School Improvement Framework

Standards and Benchmarks

Standard 2: Instruction

Benchmark A: Planning

Type of Data

Samples of lesson plans (over a significant period of time, e.g., one marking period)

Schedules, agendas, and materials from professional development activities related to instruction

Type of Analysis

For each key subject area, conduct a content analysis of the lesson plans to inquire into the extent to which grade-level content expectations are covered in one marking period; the higher the percentage, the more alignment between the adopted curriculum and the curriculum taught

Counts of instruction-related opportunities/activities (such as team common planning time, learning community) to discuss the content and developmental appropriateness so as to improve teaching; themes of these activities such as common assessment and effective strategies for teaching a concept

Benchmark B: Delivery

MEAP data at the item and theme levels

Classroom observation data

Conduct an analysis of student performance at the item and theme levels; if the content is covered in the lesson plans, the lower percentage of students get the items or themes correct, the greater the chance there is an issue of instructional delivery

Use classroom observation instruments (such as the one based on What Works in Classrooms or the one designated by the school district) and tally the results to ascertain teachers' effectiveness in delivery

Standard 3: Assessment

Benchmark A: Aligned to Curriculum and Instruction

Samples of assessment instruments

Samples of assessment instruments

Conduct a content analysis of the instruments to test the alignment between curriculum/instruction and assessment; the higher percentage of the curriculum content covered in the assessment tools, the higher the content validity

Tabulate the reliabilities and validities of the assessment instruments

Benchmark B: Data Report and Use

Schedule for reporting assessment results

Interview data and artifacts on data utilization

List of sources of assessment data

Tabulate the time it takes to get the assessment results to the teachers, students, and parents

Synthesize the interview data and artifacts on data utilization to find out patterns related to how data inform curriculum and instruction

Create a diagram to (a) illustrate the degree of coherence among various assessments, and to (b) identify other kinds of data that need to be collected or certain assessments that overlap and should be dropped





Strand II: Leadership

Standards and Benchmarks

Standard 1: Instructional Leadership

Benchmark A: Educational Program

Benchmark B: Instructional Support

Type of Data

Annual School Report and School Improvement Plan

Documents related to planning, implementing, revising, and evaluating educational programs, such as an at-risk program (report cards, marking period grades, and drop-out data, etc.)

Records of classroom walkabouts, other observation strategies, and follow-up meetings with teachers

Records of intra- and inter-departmental, or grade-level meetings, preparation time, common preparation time, teacher professional days, in-service and faculty meeting agendas

Type of Analysis

Conduct an analysis of the documents to compile evidence of the school leaders' knowledge of student and adult learning, curriculum, instruction, assessment, technology, and use of data to identify and respond to achievement gaps

Analyze the documents to determine the extent to which school leaders applied knowledge of the educational program to act as a catalyst for change with a focus on student results

Analyze the records to identify how school leaders communicate expectations, monitor curriculum progress, identify gaps in curriculum and delivery, and enhance instruction

Conduct an annual review of the records to identify how much time was allocated for teachers, grade level groups, or departments to collaboratively communicate about teaching and learning and examine best practices

Appendix 6. Additional Technical Information:

Evaluation Questions and Data Analyses

Evaluation Questions

1. Does participation in the Learning-Centered Leadership Development Program have any impact on (a) principals' leadership, (b) school process and culture, and (c) student achievement?

1.1. Does participation or non-participation in the program have any impact on (a) principals' leadership, (b) school process and culture, and (c) student achievement?

1.2. Are there any differential short-term or long-term impacts of the program on (a) principals' leadership, (b) school process and culture, and (c) student achievement?

2. If there is an impact, how does the impact come about? In other words, what is the mechanism of impact from principals' leadership to school culture and to student achievement?

2.1. How does the change in principals' leadership relate to the change in school process and school culture which in turn relates to the change in student achievement?

2.2. How does the school background and student background mediate the relationship from the change in principals' leadership to the change in school process and culture and to the change in student achievement?

Measures and Data Collection

Established instruments and measure related to principals' leadership, school culture, and student achievement will be used for the propose project. The following table illustrates the instruments and measures to be used.

A Summary of Instruments, Measures, and Their Psychometric Properties

| Domain | Content of the data | Data collection method and instruments | Psychometric Properties |
|------------------------|--|---|---|
| Principals' leadership | Measuring participants' orientation to renewal | MLQ—The Multifactor Leadership Questionnaire by Bernard Bass and Bruce Avolio | Strongly predictive of leader performance across a broad range of organizations (Bass, 1997); about 70 studies have been conducted on various psychometric properties and strong psychometric properties are found (Freeman, Knott, & Schwartz, 1996) |
| Principals' leadership | Measuring principalship | Balanced Leadership by McREL | High factorial validity (Waters & Grubb, 2004). |

| Domain | Content of the data | Data collection method and instruments | Psychometric Properties |
|----------------------------|--|--|--|
| | broadly | | |
| Principals' leadership | Measuring principals' curricular and instructional practice | School Leader Questionnaire by the Study of Instructional Leadership, University of Michigan | The scales have alpha reliabilities ranging from .77 to .90 (Camburn, Rowan, & Taylor, 2003) |
| School culture and process | Measuring the school culture and process | The well-established and widely-used School Climate Survey | High factorial validity and predictive of between-school variation in children's academic achievement and cognitive functioning (Horn, 2003) |
| Student achievement | Measuring student achievement in math, reading, writing, social studies, and science at the elementary level | Michigan Educational Assessment Program | Reliabilities ranging from 0.654 to 0.949 for various subjects (Burns, 1998) |

In addition to the above data collection, we will also collect data on student and school background. The literature pertaining to research on school effectiveness offers well-thought and well-tested insights on student and school background variables that affect educational interventions and outcomes (e.g., Teddlie & Reynolds, 2000). At the student level, prior academic ability (e.g., prior academic performance), student individual background (e.g., gender, age, and race-ethnicity), and student family background (e.g., socioeconomic status) are important. At the classroom (teacher) level, teacher background (e.g., gender, age, education, subject matter knowledge, certification status, and experience) is essential. At the school level, school contextual variables (e.g., school size, school location, school socioeconomic composition, and school racial-ethnic composition) are critical. We are fortunate in that Michigan has excellent comprehensive educational databases, such as the Single Record Student Database (SRSD), the Registry of Educational Personnel, and Standard and Poor's School Evaluation Service (Michigan was one of the first three states collaborating with Standard and Poor's to create the on-line database), from which we will be able to obtain the information relevant to student, teacher, and school background information.

Data Analysis

Longitudinal data. We will collect data from all principals who participate in our program (as well as from teachers and students in their schools) at three time points. The first time point will be in October 2010 when the first group of principals starts their program. The second time point will be in March 2013 when the first group of principals completes their program and the second group of principals has not begun their program. The third time point will be about June 2015 when the second group of principals completes their program. In sum, longitudinal data on all

measures as discussed above will be collected so that principals as well as teachers and students in their schools will all have three waves of data for our evaluation purpose.

Hierarchical data. Data hierarchy is evident in our program in that we will have teachers nested within principals (schools) when we examine the first two outcome measures (principal leadership and school culture) as well as students nested within principals (schools) when we examine the last outcome measure (student achievement). These data hierarchies must be taken into account in data analysis (see Raudenbush & Bryk, 2002). As a result, one of our primary statistical techniques for data analysis will be multilevel modeling or hierarchical linear modeling (HLM). In sum, data to be collected in our program will be both longitudinal and hierarchical.

The function of the groups for data analysis. We have two groups with a delayed treatment for the second group. The treatment schedule and their function in data analysis is as follows:

Table 5. Cohorts' Treatment Schedules and Their Functions in the Study

| Cohort | Treatment schedule | Function when comparison is made in March 2013 (Phase I) | Function when comparison is made in September 2015 (Phase II) |
|--|--|--|---|
| 25 pairs of participants (first cohort) | Between Oct. 2010 and March 2013 (Phase I) | Experimental group | Experimental group 1 (for long-term effect) |
| 25 pairs of participants (second cohort) | Between April 2013 and September 2015 (Phase II) | Control group | Control group (for long-term effect) and experimental group 2 (for short-term effect) |

Modeling treatment effects: Participation versus nonparticipation (evaluation question 1.1). Under the delayed treatment experimental design, the first group of participants will receive treatment during the first 30 months whereas the second group of participants will receive no treatment during the same period. Statistically, we are able to treat the first group as the true experimental group and the second group as the true control group. Using the first two waves of data, we are in a position to assess whether our program has treatment effects on principal leadership, school culture, and student achievement. Our statistical analysis will take the form of multilevel model equivalent to ANCOVA. Take principal leadership (PL) as an example with PL1 coming from the first wave and PL2 coming from the second wave. Because we have teachers nested within principals (schools), the level-one model of our multilevel model is the teacher model that can be expressed as

$$PL2_{ij} = \beta_{0j} + \beta_{1j}PL1_{ij} + \beta_{2j}G_{ij} + \varepsilon_{ij}$$

where $PL2_{ij}$ is the principal leadership score (after the program for the first group and before the program for the second group) from teacher i in school j , $PL1_{ij}$ is the covariate (the principal leadership score before the program for both groups), and ε_{ij} is an error term unique to each teacher. G_{ij} , a dichotomous variable, indicates group membership of a teacher (experiment group

or control group). Its coefficient, β_{2j} , represents the treatment effects that can be considered as fixed or random:

$$\beta_{2j} = \gamma_{20} \text{ (assuming treatment effects do not randomly vary across schools)}$$

or

$$\beta_{2j} = \gamma_{20} + u_{2j} \text{ (assuming treatment effects randomly vary across schools)}$$

Under either consideration, if γ_{20} is statistically significant, there are significant treatment effects (participation significantly changes principal leadership in comparison with nonparticipation). This is the level-two model of our multilevel model, the principal (school) model. u_{0j} is an error term unique to each principal (school).

We intend to explore both fixed and random effects in this proposed project. To illustrate our multilevel model, we will take the case of random effects as an example, namely we have

$$PL2_{ij} = \beta_{0j} + \beta_{1j}PL1_{ij} + \beta_{2j}G_{ij} + \varepsilon_{ij}$$

$$\beta_{2j} = \gamma_{20} + u_{2j}$$

The above multilevel model is unconditional without any variable descriptive of either teacher or principal (school) characteristics. This multilevel model can be adjusted for teacher and school background variables. This adjustment gives us an opportunity to examine whether treatment effects of our program remain significant after control for teacher and school background variables. Such a multilevel model is often referred to as full model that can be expressed as

$$PL2_{ij} = \beta_{0j} + \beta_{1j}PL1_{ij} + \beta_{2j}G_{ij} + \sum_{m=1}^M \beta_{(m+2)ij}X_{mij} + \varepsilon_{ij}$$

$$\beta_{2j} = \gamma_{20} + \sum_{n=1}^N \gamma_{2n}W_{nj} + u_{2j}$$

where X_m ($m = 1, 2, \dots, M$) are level-one variables descriptive of teacher background and W_n ($n = 1, 2, \dots, N$) are level-two variables descriptive of school background. Specifically, at the school level, this multilevel model will allow us to identify positive school characteristics (favorable school conditions) where our program is most likely to produce treatment effects (impacting principal leadership). Treatment effects of our program on school culture (SC) can be assessed in exactly the same manner

$$SC2_{ij} = \beta_{0j} + \beta_{1j}SC1_{ij} + \beta_{2j}G_{ij} + \sum_{m=1}^M \beta_{(m+2)ij}X_{mij} + \varepsilon_{ij}$$

$$\beta_{2j} = \gamma_{20} + \sum_{n=1}^N \gamma_{2n}W_{nj} + u_{2j}$$

To examine treatment effects of our intervention on student achievement (SA), we simply modify the data hierarchy from teachers nested within principals (schools) to students nested within principals (schools). We note that the same model specification applies to SA.

$$SA2_{ij} = \beta_{0j} + \beta_{1j}SA1_{ij} + \beta_{2j}G_{ij} + \sum_{m=1}^M \beta_{(m+2)ij}X_{mij} + \varepsilon_{ij}$$

$$\beta_{2j} = \gamma_{20} + \sum_{n=1}^N \gamma_{2n}W_{nj} + u_{2j}$$

Results of this series of multilevel models will be used to address our evaluation question 1.1 that concerns mainly about whether our program can produce treatment effects on the three key outcome measures (principal leadership, school culture, and student achievement).

Modeling treatment effects: Practice versus nonpractice (evaluation question 1.2).

Under the delayed treatment experimental design, there is a unique opportunity for us to examine whether practice (after participation or control for participation) significantly affects outcome measures (compared with non-practice or participation only). If we focus on the first and last waves of data (across a period of 60 months), the first group of participants, with the completion of their program in the first 30 months, are in a setting where they can apply what they have learned from the intervention to their daily work in the next (last) 30 months. On the other hand, during the first 30 months, the second group of participants receives no treatment. Although the second group receives treatment during the last 30 months, they have no opportunity to practice extensively.

Using the first and last waves of data, we are in a position to assess whether practice after participation has effects on principal leadership, school culture, and student achievement. Take principal leadership as an example with PL1 coming from the first wave and PL3 coming from the third wave. The full multilevel model can be expressed as

$$PL3_{ij} = \beta_{0j} + \beta_{1j}PL1_{ij} + \beta_{2j}G_{ij} + \sum_{m=1}^M \beta_{(m+2)j}X_{mij} + \varepsilon_{ij}$$

$$\beta_{2j} = \gamma_{20} + \sum_{n=1}^N \gamma_{2n}W_{nj} + u_{2j}$$

where $G_{ij} = 1$ for training with practice (experiment group) and $G_{ij} = 0$ for training without practice (control group). Again, γ_{20} is the key indicator of practice effects. If γ_{20} is statistically significant, then there are significant practice effects (practice after participation more significantly changes principal leadership than participation only). This multilevel model can be easily modified to examine practice effects on school culture and student achievement.

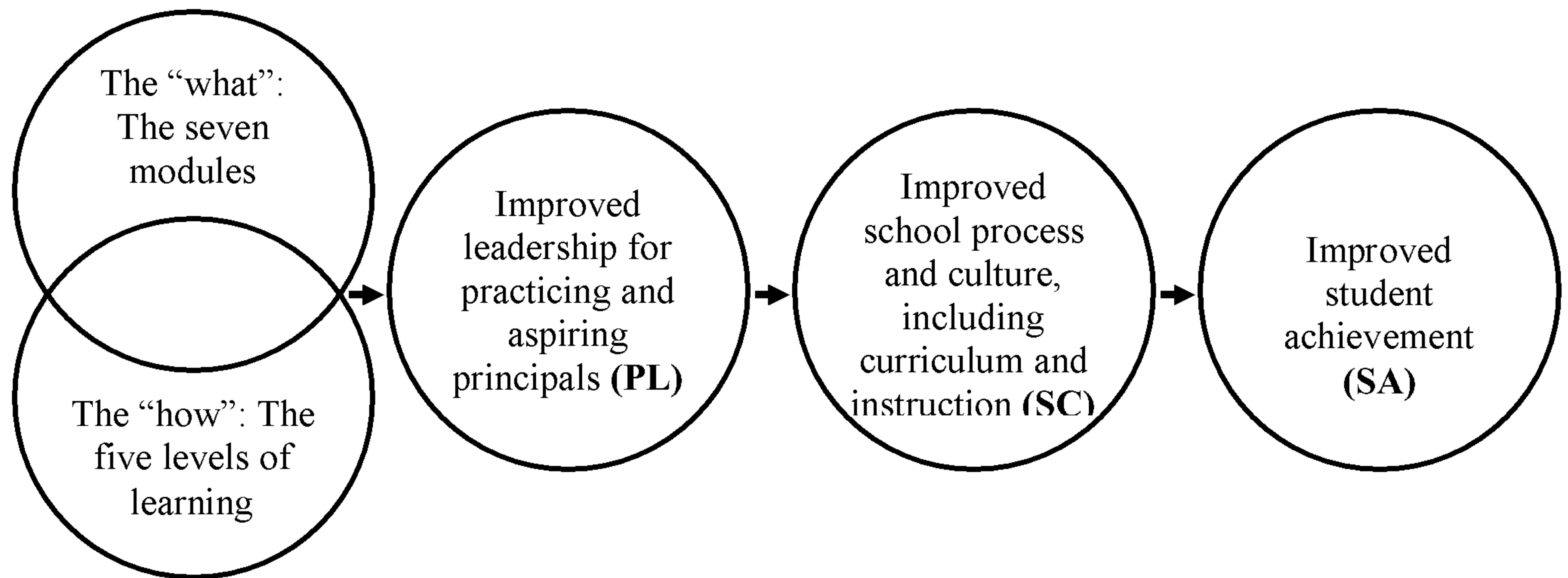
Results of this series of multilevel models will be used to address our evaluation question 1.2 that concerns mainly about whether practice after participation can produce better treatment effects on the three key outcome measures than participation only. We emphasize that an alternative expression for practice effects is “long-term effects versus short-term effects.” After all, the above comparison is between 30 months after participation (a total of 60 months or a long term) and participation only (a total of 30 months or a short term).

Obviously, all multilevel models that we have presented above show two unique features. First, they focus on change rather than status (i.e., they are the so-called gain-score models). Second, they focus on value-added analysis (i.e., they control for confounding variables at multiple levels to derive “purer” values attributable to our program). These features are in line with the current methodological emphases in school effects literature. We will use the HLM6 program (Raudenbush, Bryk, Cheong, & Congdon, 2004) for all multilevel modeling as discussed above.

Unconditional mechanism of impact (evaluation question 2.1). As discussed earlier, theoretical insights single out principal leadership as the initiator (cause) of school culture (effect) and school culture as the force (cause) to change student performance (effect). Empirically,

previous studies found that the effect of the principals' leadership on student achievement is mediated through variables in the schooling process (Hallinger & Heck, 1996; Heck, 1992; Louis & Marks, 1997; Marks & Printy, 2003). Therefore, it is important to know how the program affects the principals' leadership, which in turn impacts the school culture and subsequently students' academic achievement. A complete causal link is expressed in Figure 1 (i.e., logic model). Our evaluation interest is to examine whether such a causal link is viable with our program. For the purpose of data analysis, we will combine the two groups of participants and focus on their participation. To focus on participation, we will integrate the first and second waves of data from the first group with the second and third waves of data from the second group and redefine the combined data as, say, principal leadership before (PL_b) and after (PL_a) participation.

Figure 1. Our Logic Model: Causal Link Among Principal Leadership, School Process and Culture, and Student Achievement



We stress that given the goals of our evaluation under the second group of evaluation questions, the unit of data analysis becomes principal or school (but with sub-units of teacher and student). The ideal statistical approach is the multilevel structural equation modeling (SEM) framework that combines HLM and SEM. Unfortunately, this framework is still in its early infancy, and we are forced to choose between HLM and SEM as the best-available statistical approach to answer the second group of evaluation questions. We decide to use SEM rather than HLM to explore the mechanism of impact mainly because we face a “two-stage” causal effect. The first stage has principal leadership as the cause and school culture as the effect. The second stage has school culture as the cause and student achievement as the effect. Although HLM can be easily used to develop measurement models with multiple indicators (see our discussion later), multi-stage causal modeling is not as straightforward in HLM as in SEM (i.e., specifying student achievement as the effect of school culture that is the effect of principal leadership rather than specifying student achievement as the effects of both school culture and principal leadership). In other words, our two-stage causal effects are easier to demonstrate, explain, and interpret as the mechanism of impact in SEM than in HLM.

With the choice of SEM, it is necessary for us to aggregate teacher rating scores and student achievement scores to the school level. We do not intend to use raw score aggregation, because such a statistical practice ignores sampling errors across schools (i.e., larger schools provide more reliable estimates whereas smaller schools provide less reliable estimates). Instead, we will use what is often referred to as “posterior means” as school-level measures within the HLM framework. Take principal leadership as an example, with PL_b representing principal leadership scores before participation and PL_a representing principal leadership scores after participation. Our multilevel model contains two levels with adjustment for teacher background at the teacher level (level one):

$$PL_{aij} = \beta_{0j} + \beta_{1j}PL_{bij} + \sum_{m=1}^M \beta_{(m+1)ij}X_{mij} + \varepsilon_{ij}$$

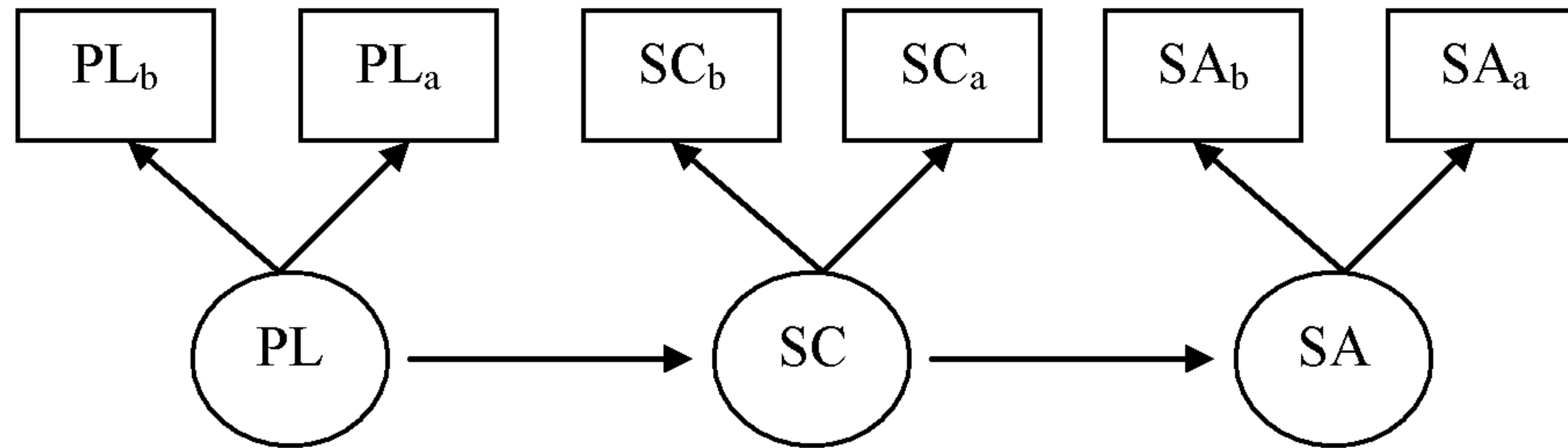
$$\beta_{0j} = \gamma_{00} + u_{0j}$$

where β_{0j} is the school average principal leadership for school j after adjustment for teacher background characteristics. These school average measures of principal leadership are captured in HLM6 as posterior means (one for each school). These posterior means can be exported and used for further data analysis. As we can see from the above model, with the error term adjusting for sampling error, posterior means are better school average measures than raw score aggregations. This is the way that we will use to derive school-level measures of principal leadership, school culture, and student achievement.

With this data treatment, we can then apply SEM to confirm the causal relationship among principal leadership, school culture, and student achievement. In general, data analysis takes a growth model approach that examines whether changes in principal leadership before and after participation pose a significant path coefficient onto changes in school culture before and after participation, which in turn pose a significant path coefficient onto changes in student achievement. Figure 2 illustrates the SEM model in which PL, SC, and SA are all latent variables, each with two measurement points (before and after participation). Results of this SEM model will be used to address our evaluation question 2.1, which concerns whether the causal link among principal leadership, school culture, and student achievement based on the theoretical literature holds under our intervention (treatment).

We would like to stress two unique features of the above (and following) SEM models. First, we note that this strategy of applying SEM with HLM “ingredients” is perhaps the best way to take advantage of both SEM and HLM before the multilevel SEM framework becomes mature. We do believe that this strategy allows us to take into account the nesting nature of data within the SEM framework. Although it is a simplified version of the multilevel SEM framework, its practical function is already one big step ahead of most previous research that used simple raw score aggregations for this line of research. Second, we also note that we have made a clear effort to avoid a “black-box” approach that relies heavily on software to determine causal relationships, we have already discussed a theory-driven causal relationship (i.e., leadership as the cause of school culture as the cause of achievement) that has guided our model specification.

Figure 2. SEM Model of Unconditional Mechanism of Impact



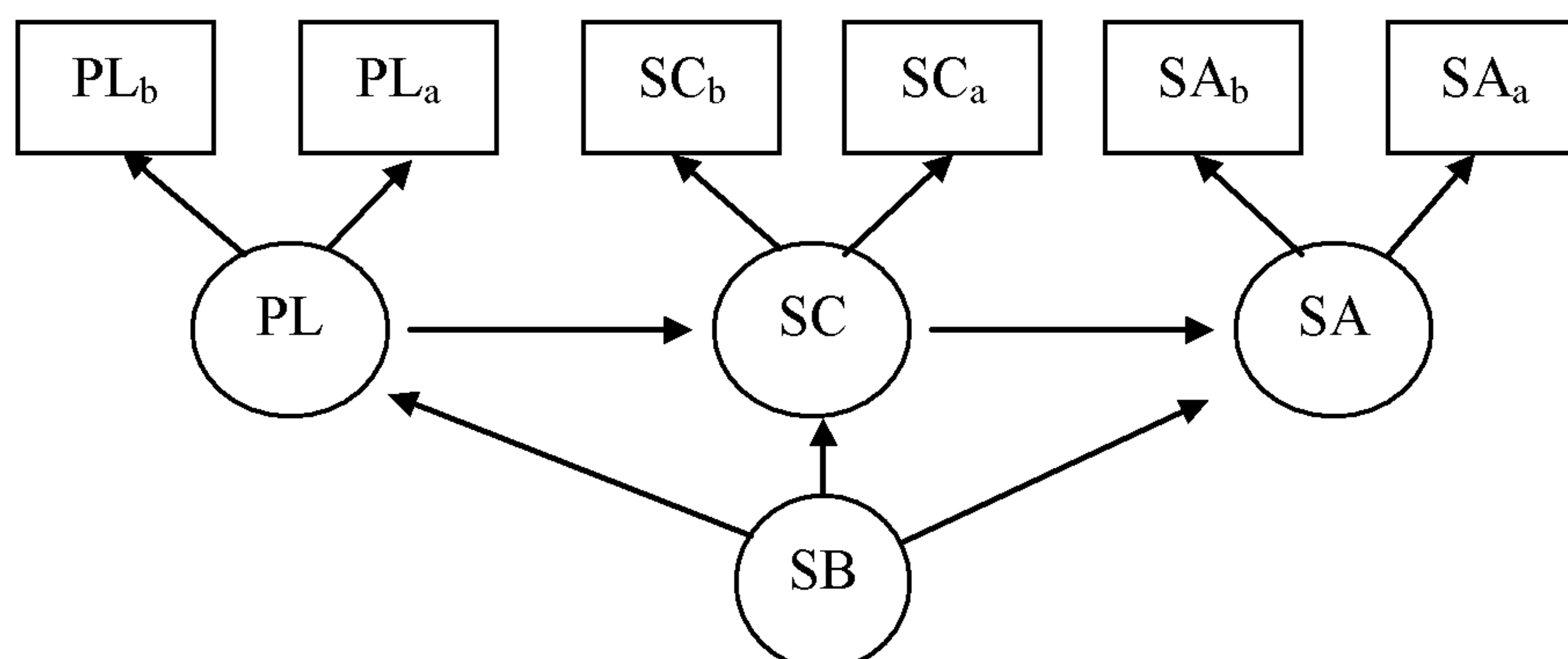
Conditional mechanism of impact (evaluation question 2.2). In the last mathematical equation above,

$$PL_{aij} = \beta_{0j} + \beta_{1j}PL_{bij} + \sum_{m=1}^M \beta_{(m+1)ij}X_{mij} + \varepsilon_{ij}$$

the average measure of principal leadership for school j has already been adjusted for (or conditioned on) teacher background in that school. Similarly, when we aggregate teacher rating scores (for school culture) and student achievement scores to the school level (employing posterior means), average measures for each school have already been adjusted for (or conditioned on) teacher background and student background in that school. As a result, when we examine the conditional mechanism of impact, we only need to focus on school background (SB) variables (school contextual variables) as they mediate the causal paths.

Taking into account school background, a general SEM model would specify that school background (SB) influences the three key variables (PL, SC, and SA). The goal of research is to examine whether the causal link holds true once school background is taken into account (i.e., we will examine whether the new path coefficients from principal leadership to school culture to student achievement remain significant). Figure 3 illustrates this general SEM model. In that figure, SB is expressed as a latent variable with its indicators (e.g., school size, school location, school socioeconomic composition, and school racial-ethnic composition). These indicators of SB are omitted for simplicity. Results of this SEM model will be used to address our evaluation question 2.2, which concerns mainly about whether school background modifies the causal link among principal leadership, school culture, and student achievement. We will employ the Mplus program to run all the SEM models (Muthén & Muthén, 1999).

Figure 3. SEM Model of Conditional Mechanism of Impact



Appendix 7. Budget Details and Justifications

3/30/2010 V3

| WESTERN MICHIGAN UNIVERSITY | | | | | | |
|---|--------------------|-------------------|--------------------|--------------------|--------------------|------------|
| Project Budget | | | | | | |
| Category | Year 1 FY 10-11 | Year 2 FY11-12 | Year 3 FY 12-13 | Year 4 FY 13-14 | Year 5 FY 14-15 | Total |
| A. PERSONNEL (Senior and Clerical) | | | | | | |
| Salaries | | | | | | |
| Co-Project Direction, Dr. Van Cooley, (Module development, Coaching, Maintenance events, Operations, Budget monitoring, Daily project oversight) (AY salary 137,107) (b)(6) FTE AY OVERLOAD | 57,036 | 59,318 | 61,691 | 64,158 | 66,725 | \$ 308,928 |
| Co-Project Director, Dr. Jianping Shen, Module development, Coaching model development, Research coordination, daily project oversight (b)(6) of time | 61,065 | 63,508 | 66,048 | 68,690 | 71,437 | \$ 330,747 |
| Dr. Dennis McCrumb, Assistant Professor, FTE AY. Development and delivery of module #1; mentoring 5 principals and 5 aspiring leaders per cohort; Participation in development team and maintenance events. Year 1: 39 days 4 days module development, 3 days module delivery, 28 days mentoring, 4 days support PD meetings. Year 2: 35 days; Year 3: 37 days; Year 4: 35 days, Year 5: 35 days. Replicate cohort 1 years: 2.5 - 5. (b)(6) of time | 17,595 | 18,298 | 19,030 | 19,792 | 20,583 | \$ 95,298 |

Learning-Centered Leadership Development Program

| | | | | | | |
|--|--------|--------|--------|--------|--------|------------------|
| <p>Dr. Walter Burt, Assistant Professor, Development and delivery module #2; mentoring 5 principals and 5 aspiring leaders per cohort; participation in development team and maintenance events. Year 1: 39 days 4 days module development, 3 days module delivery, 28 days mentoring, 4 days support PD meetings. Year 2: 35 days; Year 3: 37 days; Year 4: 35 days, Year 5: 35 days. Replicate cohort 1. (b)(6) of time</p> | 17,589 | 18,293 | 19,025 | 19,786 | 20,577 | \$ 95,269 |
| <p>Dr. Louann Palmer, development and delivery module #3; mentoring 5 principals and 5 aspiring leaders per cohort; participation in development team and maintenance events. Year 1: 39 days 4 days module development, 3 days module delivery, 28 days mentoring, 4 days support PD meetings. Year 2: 35 days; Year 3: 37 days; Year 4: 35 days, Year 5: 35 days. Replicate cohort 1. (b)(6) of time</p> | 17,628 | 18,333 | 19,066 | 19,829 | 20,622 | \$ 95,478 |
| <p>Dr. Greg Wegenke, Professor Emeritus; Development and delivery module #4; mentoring 5 principals and 5 aspiring leaders per cohort; participation in development team and maintenance events. Year 1: 39 days 4 days module development, 3 days module delivery, 28 days mentoring, 4 days support PD meetings. Year 2: 35 days; Year 3: 37 days; Year 4: 35 days, Year 5: 35 days. Replicate cohort 1 years: 2.5 - 5. (Retiring Summer of 2010) (b)(6) of time</p> | 17,325 | 18,018 | 18,739 | 19,489 | 20,268 | \$ 93,839 |

Learning-Centered Leadership Development Program

| | | | | | | |
|---|----------------|----------------|----------------|----------------|----------------|------------------|
| Dr. Patricia Reeves: Development and delivery module #5; mentoring 5 principals and 5 aspiring leaders per cohort; participation in development team and maintenance events. Year 1: 39 days 4 days module development, 3 days module delivery, 28 days mentoring, 4 days support PD meetings. Year 2: 35 days; Year 3: 37 days; Year 4: 35 days, Year 5: 35 days. (b)(6) of time | 17,589 | 18,293 | 19,025 | 19,786 | 20,577 | \$ 95,269 |
| Dr. Mark Rainey, Logistics, development and delivery modules #6, and #7; recruitment for cohort 2; participation in development team and maintenance events. Years 1- 5 80 days ; 8 days module development, 5 days module delivery, 4 days support PD meetings; 25 days district visitations;. 38 days logistical support; Replicate cohort 1 years: 2.5 - 5. (b)(6) of time | 39,990 | 41,589 | 43,253 | 44,983 | 46,782 | \$ 216,597 |
| Dr. Robert Leneway, (Establish and maintain web-based discussion and information sharing for both participant groups) (b)(6) of time | 8,961 | 9,319 | 9,692 | 10,080 | 10,483 | \$ 48,536 |
| Dr. Sue Poppink, (Mentor handbook development, evaluation and research). (b)(6) of time | 8,975 | 9,334 | 9,708 | 10,096 | 10,500 | \$ 48,613 |
| Assigned Course Buyout Shen (\$35,000 for 3 courses each year) | 35,000 | 35,000 | 35,000 | 35,000 | 35,000 | \$ 175,000 |
| Clerical Support - receives a 2% increase each year | 10,000 | 10,200 | 10,404 | 10,612 | 10,824 | 52,040 |
| TOTAL SENIOR SALARIES | 308,754 | 319,504 | 330,680 | 342,299 | 354,379 | 1,655,616 |
| B. Fringe | | | | | | |
| For Dr. Shen FTE AY BUYOUT Full Rate on Federal Awards (.4855, increases by .009 each year) | 16,993 | 17,308 | 17,623 | 17,938 | 18,253 | \$ 88,113 |

Learning-Centered Leadership Development Program

| | | | | | | |
|---|---------|---------|---------|---------|---------|---------|
| a. Modules 1-7 (17.5 days: Note One day PD days are part of the 17.5 contact days) Lodging - \$120.00 per room x 70 participants (aspiring, practicing leaders, supt/central office and WMU staff) x 7 days rises 3% in each outgoing year. Calculation for year three is 8 nights x 120.00x 120 participants. | 58,800 | 60,564 | 62,381 | 64,252 | 66,180 | 312,177 |
| b. One day Professional Development skill maintenance meetings (4 meetings years -1, 2, 4, 5) (2 meetings per cohort #1 year 3; 4 meeting cohort 3 year 3) x 70 participants x \$40 per participant) | 11,200 | 11,536 | 18,128 | 12,228 | 13,696 | 66,788 |
| c. Lodging for special circumstances (One Day Professional Development) | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 | 5,000 |
| d. Mileage: 4 trips x 200 x .55 x 2 participants. | 880 | 880 | 880 | 880 | 880 | 4,400 |
| 4. Subsistence | | | | | | |
| a. Module 1-7 \$50 x 70 participants x 7 days (years 1,2,4,& 5) Year 3 10.5 days x 70 x\$50 | 24,500 | 25,235 | 26,265 | 26,749 | 27,552 | 130,301 |
| b. Mentor Training Meals - \$40 x 30participants x 2 days; rises 10% ea. outgoing years. Cohort II mentor training begins month 30. | 2,400 | 2,640 | 2,904 | 3,194 | 1,000 | 12,138 |
| c. Advisory committee meetings and luncheon meetings. 8 participants x 3 meetings per year x \$20 per meeting. | 480 | 528 | 581 | 639 | 703 | 2,930 |
| 5. Other | | | | | | |
| TOTAL PARTICIPANT COSTS | 174,260 | 177,383 | 156,639 | 165,443 | 160,010 | 833,735 |
| F. Supplies | | | | | | |
| 1. Materials and Supplies | | | | | | |

Learning-Centered Leadership Development Program

| | | | | | | |
|--|---------|---------|---------|---------|---------|-----------|
| A. Consumables - books for mentor training; supplies & materials for Modules 1-3; books for cohort of aspiring leaders & principals; supplies & materials for cohort of principals. | 7,500 | 7,575 | 8,333 | 9,166 | 10,082 | 42,656 |
| B. Supplies (2% increase each year) | 6,500 | 6,630 | 6,763 | 6,898 | 7,036 | 33,826 |
| C. Expendable Equipment - Eight (8) laptop computers, four (4) printers, and two (2) projectors. | 15,000 | | | | | 15,000 |
| TOTAL Supplies | 29,000 | 14,205 | 15,095 | 16,064 | 17,118 | 91,482 |
| G. Other | | | | | | |
| 1. Publication Costs - Printing | 5,000 | 5,500 | 6,050 | 6,655 | 7,321 | 30,526 |
| 2. Consultant Services | | | | | | |
| 3. ADP/Computer Services | | | | | | |
| 4. Subawards | | | | | | |
| 5. Facilities Rental Fees (1% increase each year)- | 5,000 | 5,050 | 5,101 | 5,152 | 5,203 | 25,505 |
| 6. Alterations/Renovations | | | | | | |
| 7. Evaluation/Research | 25,000 | 25,000 | 25,000 | 25,000 | 25,000 | 125,000 |
| TOTAL OTHER COSTS | 35,000 | 35,550 | 36,151 | 36,807 | 37,524 | 181,031 |
| H. TOTAL DIRECT COSTS | 650,623 | 655,631 | 644,310 | 681,229 | 696,111 | 3,327,904 |
| MTDC (less participant support) | 476,363 | 478,248 | 487,671 | 515,786 | 536,101 | 2,494,169 |
| I. INDIRECT COSTS | | | | | | |
| F&A: .08% MTDC minus Participant Support | 38,109 | 38,260 | 39,014 | 41,263 | 42,888 | 199,534 |
| TOTAL PROJECT COST | 688,732 | 693,891 | 683,324 | 722,492 | 738,999 | 3,527,438 |

Appendix 8.1 Van E. Cooley's Vita (Co-director)

EDUCATION

- 1982 Doctor of Education in Educational Administration and Supervision
Cognate in Curriculum, Ball State University-Muncie, Indiana.
- 1980 Educational Specialist in Educational Administration and Supervision
Ball State University-Muncie, Indiana.
- 1976 Master of Arts in Secondary Education, Minor in Political Science,
Ball State University-Muncie, Indiana.
- 1974 Bachelor of Science in Sociology and Political Science
Minor in American History, Ball State University-Muncie, Indiana.

UNIVERSITY EXPERIENCE

- Aug 1999- Present Professor, Department Chair, Department of Educational
Leadership, Research and Technology, Western Michigan
University.
- Aug. 1996 – Aug 1999 Associate Professor, Department of Educational
Leadership, Western Michigan University.
- 1988 -1995 Adjunct Professor, Department of Educational Leadership, Ball
State University-Muncie, Indiana.

ADDITIONAL PROFESSIONAL WORK EXPERIENCE

- Jan. 1994 - July 1996 Superintendent, Westfield Washington Schools, Westfield,
Indiana.
- July 1987 - Dec. 1993 Assistant Superintendent, Westfield Washington Schools,
Westfield, Indiana.
- Aug. 1984 - June 1987 Vice Principal, Marion High School, Marion, Indiana.
- Aug. 1974 - June 1984 Social Studies Teacher, Marion Community Schools.
Administrative Assistant, Justice Junior High School (1978-79)
pre-determined one-year position.

MILITARY EXPERIENCE

- Jan. 1968 - Jan. 1972 United States Navy, Hospital Corpsman.

AREAS OF CERTIFICATION

School Superintendent Indiana, Life Superintendent, 1990, License Number 532635.

Secondary Teacher Indiana Professional, Sociology, Political Science,
American History, 1980, License Number 309483.

PROFESSIONAL EXPERIENCES

Consultant Western Boone Community School District, Thorntown,
Indiana, (1997).

Consultant Niles Community Schools, Niles, Michigan, (1997).

Superintendent Responsibilities included personnel, collaborative bargaining,
curriculum development, supervision and instruction,
interactive television programming, technology
implementation, standardized testing, textbook adoption,
computer purchase and program development, staff
development, mentoring, gifted and talented, Chapter I,
Chapter II grants, drug-free youth and at-risk programs, AIDS
Advisory Council, student due process, student fees, and
transportation (1987-1996).

Superintendent Developed partnership with Ball State University to develop a
Learning Community on Westfield-Washington Campus
featuring university classes (distance learning and on-site) for
students, parents, and members of the community (1996).

Member Statewide Advisory Council on Continuing Education
(1994-1986).

Consultant South Newton Board of School Trustees, Kentland, Indiana
(1995).

Coordinator Vision 2000, Westfield Washington Schools' Educational
Improvement Initiative (1994).

Facilitator Board, Administrator, Teacher Association Trust Building
Works (1992-93).

Consultant Lebanon Community Schools, Saturday At-Risk Alternative
(1988).

| | |
|---------------------|--|
| Assistant Principal | Responsibilities include discipline, attendance, teacher evaluation, building inventory, supervision, security, supervision of curricular departments, extra co-curricular activities (1984-87). |
| Member | Marion Community Schools Board Negotiating Team (1985). |
| Co-Presenter | Blackford County Board of Education, Hartford City, Indiana. "Educational Improvement Through Staff Development" (1985). |

RESEARCH and Other GRANT PROPOSALS

Received \$4 million in grants from US Department of Education and foundations.

University Related Activities

| | |
|----------------|---|
| Member | Western Michigan University Faculty Senate Executive Board, July 2001-present. |
| Member | Western Michigan University Faculty Senate. October 1999-2002. |
| Facilitator | Teaching, Learning, and Leadership NCATE folio preparation process. Co-authored the Educational Leadership folio. August 1 - September 15, 1999. |
| Member | College of Education, Dean's Search Committee, 1999 |
| Participant | MASA Region VII meetings, 1996-present. |
| Member | Regional Education Council, Faculty Senate Position, Western Michigan University, April 1999-present. |
| Vice President | Phi Kappa Phi, Chapter #248, Western Michigan University, 1998- present. |
| Coordinator | Curriculum revision for EDLD courses (1998-present). With the assistance of EDLD unit faculty, took the lead in designing the Performance-Driven Leadership curriculum. |
| Chair | Core Comprehensive Committee, Educational Leadership Unit, Western Michigan University (Winter 1998). |

Learning-Centered Leadership Development Program

- Member Educational Leadership Curriculum Committee, Educational Leadership Unit (Fall 1998-August 1999). Chaired committee from August 1998-August 1999.
- Member College of Education Curriculum Committee, Western Michigan University (Sept. 98- August 1999).
- Principal Author The Leadership Academy: A proactive initiative to meet the challenges of the administrator shortage (1997). A Collaborative Effort Between MASA Region VII Superintendents and the Department of Educational Leadership, College of Education, Western Michigan University.
- Member Certification in Educational Technology Committee, College of Education, Western Michigan University (1997).

AWARDS/HONORS

- Recipient MASA Circle Award, The Education Leadership Academy, (1999). Award given to Region VII Superintendents and Western Michigan University.
- Recipient National Award for Excellence, University Continuing Education Award, (1999).
- Developmental Team Celebration of Excellence, Association, Region IV Creative Program, University Continuing Education, (1998).
- Development Team Business Partnerships in Education Award, United States Distance Learning Association (1994).
- Development Team United States Department of Education, A+ for Breaking the Mold Award (1993).
- Development Team Outstanding Drug-Free School Programs, Indiana Department of Education (1990-1994).
- Development Team National Council of the States on Inservice Education, National Award for Excellence (1992).
- Development Team National Organization of Student Assistance Programs and Partners, National Award for Excellence (1990).
- Development Team Business Partnerships in Education Award, United States Distance Learning Association (1994).

| | |
|------------------|--|
| Development Team | United States Department of Education, A+ for Breaking the Mold Award (1993). |
| Development Team | Outstanding Drug-Free School Programs, Indiana Department of Education (1990-1994). |
| Development Team | National Council of the States on Inservice Education, National Award for Excellence (1992). |
| Development Team | National Organization of Student Assistance Programs and Partners, National Award for Excellence (1990). |

MEMBERSHIPS

American Association of School Administrators
American Association of University Professors
American Educational Research Association
Association for Supervision and Curriculum Development
Michigan Association of School Administrators
Phi Kappa Phi
Phi Delta Kappa
Pi Lambda Theta

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Shen, J., Cooley, V., Reeves, P., Burt, W., Ryan, L., Rainey, J. M., Yuan, W. (in press). Using data for decision-making: Perspectives from 16 principals in Michigan, USA. International Review of Education.

Shen, J., & Cooley, V. (2008). Critical issues in using data for decision-making. International Journal of Leadership in Education, 11(3), 319-329.

Burt, W., Cooley, V., Shen, J., Reeves, P., Yuan, W. (2008). Michigan public school principals' perception regarding the importance and actual use of instructional data: an ex post factor study. Journal of the alliance of Black School Educators, 7 (1), 75-86.

Muchmore, J.A., Cooley, V.E., Marx, G.E. & Crowell, R.A. (2004). Enhancing teacher leadership in urban education: The oak park experience. Educational Horizons 82 (3).

Shen, J., & Cooley, V. E. and Wegenke, G. L. (2004). Factors influencing the application for principals positions: Teachers, principals, and superintendent perspectives. International Journal of Leadership in Education: Theory & Practice 7 (1). 57-70..

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Cooley, V. E. & Shen, J. (2003). School Accountability and professional job responsibilities: A perspective from secondary principals. NASSP Bulletin, 87 (634). 10-25.

Cooley, V. E. (2001) Implementing Technology using the Teacher as Trainers staff development model. Journal of Technology and Teacher Education, 9 (2) 269-284.

Ruhl-Smith, C., Smith, J., Cooley, V. E., & Shen, J. (2000). Gender differences related to reasons for entering and leaving administrative positions: A research investigation. Education Leadership Review, 1 (3), 45-51

Cooley, V. E., & Shen, J. (2000). Factors influencing applying for urban principalship. Education and Urban Society, 32 (4), 443-454.

Shen, J., Cooley, V. E., Ruhl-Smith, C. (1999). Entering and leaving school administrative positions. International Journal of Leadership in Education, 2 (4), 353-367.

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Shen, J., Cooley, V. E., Ruhl-Smith, C., & Keiser, N. (1999). Quality and impact of educational leadership programs: A national study. Journal of Leadership Studies, 6 (1 & 2), 3-16.

Cooley, V. E., & Shen, J. (1999). Who will lead? The top ten factors that influence teachers moving into administration. National Association of Secondary School Principals Association 83, 75-80.

Cooley, V. E., Shen, J., & Ruhl-Smith, C. (1999). Factors affecting teachers applying for administrative positions. Journal of Employment in Education, (3), 33-45.

Cooley, V. E., & Malone, B. G. (1999). Performance driven personnel: Establishing procedures to employ exemplary employees. The Journal of Employment in Education, 3, 11-21.

Cooley, Van E. (1999). Maximizing Technology: The critical questions. School Business Affairs, 65, 20-24.

Cooley, V. E. (1998). Leadership: The catalyst behind a successful technology initiative. The Clearing House, 71, 350-354.

Cooley, V. E., & Shen, J. (1997). Are schools and families ready for school learning: Reflections from a national longitudinal study. Educational Horizons, 76, (2), 81-86.

Cooley, V. E., & Reitz, R. J. (1997). Lessons learned in creating a program. Kappa Delta Pi Record, 1, 4-9.

Cooley, V. E. (1997). Empower teachers, power up technology. The Educational Digest, 1, 54-57.

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Cooley, V. E., & Ellis, J. A. (1987). Learning styles and environments: New input for the comprehensive middle school. American Middle School Education, 2, 23-28.

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Cooley, V. E., & Thompson, J. C. Jr. (1986). An examination of staff development practices and needed leadership roles in New York. Journal School Administrators Association of New York, 2, 18-21.

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Cooley, V. E. (1990). Interactive television: A cost effective approach to expand educational programs. Indiana School Boards Association Journal, 4, 5,12, 32.

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DISSERTATION

Cooley, V. E. (1982, April). A study to determine the influence exerted by the Indiana comprehensive assessment and program planning system on the eighteen basic principles of the middle school. Ed.D dissertation, Ball State University.

REFEREED CONFERENCE PRESENTATIONS

Cummings, C. E. & Cooley, V. E. (2002, March). "Keeping House" in a strong PDS: Sharing school renewal across programs and levels. Paper presented at the annual meeting of the 2002 Professional Development Schools, Orlando, Fl.

Shen, J., & Cooley, V. E. (2001, April). Factors influencing applying for principalship positions: Teachers', principals', and superintendents' perspectives. Paper presented at 2001 American Educational Research Association Meeting, Seattle, WA.

Cooley, V. E., Shen, J., & Ruhl-Smith, R. (2000, March). Major factors influencing administrators applying for administrative positions: Perspectives of teachers, principals, and superintendents. Paper accepted for presentation at the 11th annual AASA conference, San Francisco, CA.

Shen, J., Cooley, V. E., & Ruhl-Smith, C. (1999, April). Reasons for entering and leaving educational leadership positions. Paper presented at the 1999 AERA meeting, Montreal, Canada.

Ruhl-Smith, C., Cooley, V.E., & Shen, J. (1999, February). Gender differences related to entering and leaving administrative position: An examination. Paper presented AASA's 131st Annual Conference and Exhibits, New Orleans, Louisiana.

Ruhl-Smith, C., Cooley, V.E., & Shen, J. (1998, August). Factors related to administrators entering and leaving educational leadership positions. Paper presented at the National Council of Professors or Educational Leadership, Juneau, Alaska.

Cooley, V.E., Shen, J., & Ruhl-Smith, C. (1998, February). Factors related to administrators entering and leaving educational leadership positions. Paper presented at the 1998 Conference within a Conference of American Association of School Administrators, San Diego, CA.

Cooley, V. E. (1997, July). Exploring organizational factors that promote and inhibit the use of technology. Paper presented at the 1997 Pi Lambda Theta National Leadership meeting, San Diego.

Cooley, V. E. (1997, February). Technology: Strategies for leaders entering the race. Paper presented at the 1997 Conference within a Conference of American Association of School Administrators National meeting, Orlando.

Cooley, V. E. (1995, November). Pitfalls and platitudes: Lessons learned from the implementation of a comprehensive technology program. Paper presented at the 1995 National Council of the States on Inservice Education meeting, Anaheim.

Cooley, V. E., & Thompson, J. C. Jr. (1994, November). Enhancing conflict resolution skills for staff development personnel. Paper presented at the 1994 National Council of States on Inservice Education meeting, Charleston.

Nelson, V. C., Thompson, J. C. Jr., & Cooley, V. E. (1994, October). The effect of family structure and values on substance use. Paper presented at the 1994 Mid-Western Educational Research Association meeting, Chicago.

Cooley, V. E., Nelson, V. C., & Thompson, J. C. Jr. (1993, October). A study to explore inter-relationships among factors affecting substance abuse of secondary school students. Paper presented at the Mid-Western Educational Research Association meeting, Chicago.

Cooley, V. E., & Thompson, J. C. Jr. (1993, August). Honoring diversity through the development of conflict resolution skills. Paper presented at the 1993 Pi Lambda Theta National Leadership meeting, Albuquerque.

Cooley, V. E., & Keever, C. (1992, November). Student assistance programming as a staff development model: An examination of Safari. Paper presented at the National Council of the States on Inservice Education meeting, San Diego

Thompson, J. C. Jr., Cooley, V. E., & Nelson, V. C. (1992, October). A two year study of substance use among secondary students: Analysis of employment as a variable. Paper presented at the Mid-Western Educational Research Association meeting, Chicago.

Nelson, V. C., Thompson, J. C. Jr., & Cooley, V. E. (1992, October). A profile of students engaged in substance abuse. Paper presented at the Mid-Western Educational Research Association meeting, Chicago.

Cooley, V. E., Nelson, V. C., & Thompson, J. C. Jr. (1992, October). A study to determine the effects of extracurricular participation on student alcohol and drug use in secondary schools. Paper presented at the Mid-Western Educational Research Association meeting, Chicago.

Cooley, V. E., & Keever, C. (1992, April). Strengthening SAP programs through school-based and community-based relationships. Paper presented at the National Organization of Student Assistance Programs and Partners meeting, Chicago.

Cooley, V. E., & Thompson, J. C. Jr. (1991, November). Drugs, alcohol, and other at risk factors: implications for staff developers. Paper presented at the National Council of the States on Inservice Education meeting, Houston.

Thompson, J. C. Jr., Cooley, V. E., & Nelson, V. C. (1991, October). The relationship between part-time employment and substance use: Should students work? Paper presented at the Mid-Western Educational Research Association meeting, Chicago.

Nelson, V. C., Thompson, J. C. Jr., & Cooley, V. E. (1991, October). The effect of participation in activities outside the school and family structure on substance use by middle and

secondary school students. Paper presented at the Mid-Western Educational Research Association meeting, Chicago

Cooley, V. E., & Keever, C. (1991 April). Planning a comprehensive SAP. Paper presented at the National Organization of Student Assistance Programs and Partners meeting, Chicago,

Cooley, V. E., & Thompson, J. C. Jr. (1991, July). Involving educators and community leaders in resolving student discipline problems. Paper presented at the Pi Lambda Theta's 37th Biennial Council/Sachs Adams Leadership meeting, Philadelphia.

Cooley, V. E., & Thompson, J. C. Jr. (1990, November). Mandated staff development in the fifty states: A study of state activities 1983-89. Paper presented at the National Council of the States on Inservice Education meeting, Orlando.

Cooley, V. E., & Thompson, J. C. Jr. (1990, October). A study of the fifty states to determine the effect of educational reform on seven educational improvement areas. Paper presented at the Mid-Western Educational Research Association meeting, Chicago.

Cooley, V. E., & Thompson, J. C. Jr. (1989, November). The Saturday Alternative: A program for at risk youth. Paper presented at the National Council of the States on Inservice Education meeting, San Antonio.

Cooley, V. E., & Thompson, J. C. Jr. (1989, October). A comparative longitudinal analysis of state education agency staff development programs in the fifty states 1983-89. Paper presented at the Mid-Western Educational Research Association meeting, Chicago.

Cooley, V. E., & Thompson, J. C. Jr. (1989, March). An examination of the Saturday at-risk model. Paper presented at the Association for Curriculum and Supervision meeting, Orlando.

Ellis, J. A., Cooley, V. E., & Thompson, J. C. Jr. (1988, November), An analysis of teacher perceptions of staff development practices. Paper presented at the National Council of the States on Inservice Education meeting, New Orleans.

Ellis, J. A., Cooley, V. E., & Thompson, J. C. Jr. (1988, October). A comparative analysis of teacher and administrator perceptions of staff development practices. Paper presented at the Mid-Western Educational Research Association meeting, Chicago.

Thompson, J. C. Jr., & Cooley, V. E. (1987, November). An English perspective on inservice: A comparative analysis to practices and views in the United States. Paper presented at the National Council of the States on Inservice Education meeting, San Diego.

Cooley, V. E., & Thompson, J. C. Jr. (1987 October). Inservice education in England and in the United States: Comparative perceptions of English government school chief education officers and U.S. public school superintendents. Paper presented at the Mid-Western Educational Research Association meeting, Chicago.

Cooley, V. E., & Thompson, J. C. Jr. (1986, November). Staff development in varied U.S. geographical regions: A study of attitudes and practices. Paper presented at the National Council of the States on Inservice Education meeting, Nashville.

Cooley, V. E., & Thompson, J. C. Jr. (1986, October). School staff development practices in the midwest: A comparative study. Paper presented at the Mid-Western Educational Research Association meeting, Chicago.

Cooley, V. E., & Thompson, J. C. Jr. (1984, November). A study to determine state mandated staff development activity in the fifty states. Paper presented at the National Council of the States on Inservice Education meeting, Orlando.

NON-REFEREED PRESENTATIONS

Cooley, V. E., & Shen, J. (1997, September). The educational leadership survey. A presentation to District VII MASA superintendents, Western Michigan University meeting, Kalamazoo, MI.

Cooley, Van E. (1997, April). Leadership: The catalyst behind a successful technology initiative. Paper presented at the 1997 North Central Association of Colleges and Schools meeting, Chicago.

Cooley, V. E., & Reitz, R. J. (1996, March). Exploring the dynamics of change through the implementation of technology. Paper presented at the 1996 North Central Association of Colleges and Schools meeting, Chicago.

Cooley, V. E., & Reitz, R. J. (1995, March). Developing a state-of-the art technology program: The top ten lessons learned. Paper presented at the 1995 North Central Association of Colleges and Schools meeting, Chicago.

Cooley, V. E., & Reitz, R. J. (1994, March). Restructuring education through school business partnerships. Paper presented at the 1994 North Central Association of Colleges and Schools meeting, Chicago.

Cooley, V. E., & Keever, C. (1993, September). Teachers as trainers: A staff development model worthy of board support. Paper presented at the Indiana School Boards Association meeting, Indianapolis.

Cooley, V. E., & Thompson, J. C. Jr. (1993, March). Building student assistance programming through staff development: An examination of Safari. Paper presented at the North Central Association of Colleges and Schools meeting, Chicago.

Cooley, V. E., & Reitz, R. J. (1992, October). America Schools 2000 Project: Meeting the needs of GT students through technology. Paper presented at the Indiana Department of Education Gifted and Talented meeting, Indianapolis.

Cooley, V. E., & Keever, C. (1992, March). Textbooks and french fries: School business partnerships to reduce at-risk factors in the adolescent work place. Paper presented at the North Central Association of Colleges and Schools meeting, Chicago.

Cooley, V. E., & Keever, C. (1991, March). SAFARI: An update on an award winning student assistance program. Paper presented at the North Central Association of Colleges and Schools meeting, Chicago.

Cooley, V. E. (1990, October). Westfield-Washington Schools SAFARI: Student assistance for at-risk individuals. Paper presented at the Indiana School Boards Association Fall meeting, Indianapolis.

Cooley, V. E. (1990, September). Putting it all together: Organizing a gifted and talented handbook. Paper presented at the Indiana Department of Education Gifted and Talented Fall meeting, Indianapolis.

Cooley, V. E., & Keever, C. (1990, March). SAFARI, student assistance for at-risk individuals. Paper presented at the Indiana Department of Education At Risk meeting, Indianapolis.

Cooley, V. E., & Keever, C. (1990, March). Tips for implementing a student-assistance program: An examination of SAFARI (student assistance for at-risk individuals). Paper presented at the North Central Association of Colleges and Schools meeting, Chicago.

Cooley, Van E. (1989, October) Interactive television instruction. Paper presented at the Indiana School Boards Association Fall meeting, Indianapolis.

Cooley, V. E., & Thompson, J. C. Jr. (1989, April). Involving educators and community leaders to resolve student discipline problems: An examination of the Saturday alternative. Paper presented at the North Central Association of Colleges and Schools meeting, Chicago.

Appendix 8.2 Jianping Shen's Vita (co-director)

Highest Degree

Ph.D. (1995) in educational leadership and policy studies (advisors: Dr. John I. Goodlad and Dr. Kenneth A. Sirotnik) from the University of Washington, Seattle

Work Experiences

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|---------------------|---|
| 2005 – present | Named as “The John E. Sandberg Professor of Education” |
| Aug. 2001 - present | Full professor in educational leadership at Western Michigan University |
| 1999 - 2001 | Associate professor in educational leadership at Western Michigan University (tenured in August 2000) |
| 1996 - 1999 | Assistant professor in educational leadership at Western Michigan University |
| 1995 - 1996 | Postdoctoral research associate for Dr. John I. Goodlad in the Center for Educational Renewal, College of Education, University of Washington, Seattle |
| 1991 - 1995 | Research assistant in the Center for Educational Renewal, College of Education, University of Washington, Seattle |
| 1988 - 1991 | Lecturer in the Department of Education at the East China Normal University, Shanghai; assistant editor of the <u>Journal of Teacher Education</u> , Shanghai and Beijing |
| 1984 - 1986 | Elementary school teacher, director of the English division of Fengtang School District, researcher at the Education Bureau of Baoshan District, Shanghai |

Publications and Presentations in English

Books in English

1. Shen, J. (1999). The school of education: Its mission, faculty, and reward structure. New York, NY: Peter Lang.

2. Shen, J. et al. (2005). School principals. New York, NY: Peter Lang.
3. Shen, J. et al. (2009). School teachers. New York, NY: Peter Lang.

Refereed articles in English

1. Shen, J., Cooley, V., Ma, X., Reeves, P., Burt, W., Rainey, M., & Yuan, W. (under review). Data-informed Decision-making on High-impact Strategies: Developing and Validating an Instrument for Principals. Journal of Experimental Education.
2. Shen, J., Cooley, V., Reeves, P., Burt, W., Ryan, L., Rainey, J. M., Yuan, W. (in press). Using data for decision-making: Perspectives from 16 principals in Michigan, USA. International Review of Education.
3. Rodriguez-Campos, L., Rincones-Gomez, R., & Shen, J. (2008). Do teachers, principals, and superintendents perceive leadership the same way: A structural equation modeling test of a multi-dimensional construct across groups. Frontiers of Education in China, 3 (3), 360-385.
4. Shen, J., Yang, H., Cao, H., Warfield, C. (2008). The fidelity—adaptation relationship in non-evidence-based programs and its implication for program evaluation. Evaluation, 14 (4), 467-481.
5. Shen, J., & Cooley, V. (2008). Critical issues in using data for decision-making. International Journal of Leadership in Education, 11(3), 319-329.
6. Burt, W., Cooley, V., Shen, J., Reeves, P., Yuan, W. (2008). Michigan public school principals' perception regarding the importance and actual use of instructional data: an ex post factor study. Journal of the alliance of Black School Educators, 7 (1), 75-86.
7. Shen, J., Pippink, S., Cui, C., Fan, G. (2007). Lesson planning: A practice of professional responsibility and development. Educational Horizons, 85 (4), 248-258.
8. Shen, J., Zhou, Z., Poppink, S. (2007). Open lessons: A practice to develop a learning community for teachers. Educational Horizons, 85 (3), 181-191.
9. Lu, X., Shen, J., & Poppink, S. (2007). Are teachers qualified? A national study of secondary public school teachers using SASS 1999-2000. School Leadership and Policy, 6 (2), 129-152.
10. Liu, Y., Shen, J., Warren, W., & Cowart, L. (2006). Assessing the factorial structure of high school history teachers' perceptions on teaching American history. Teacher Development, 10 (3), 375-387.

11. Cooley, V.E., Shen, J., Miller, D., Winograd, P.N., Rainey, J.M., Yuan, W., & Ryan, L. (2006). Increasing leaders' capacity in data-based decision-making: State-level initiatives in Ohio, New Mexico, and Michigan. Educational Horizons, 85 (1), 57-64.
12. Shen, J., & Ma, X. (2006). Does systemic change work? Curricular and instructional practice in the context of systemic change. School Leadership and Policy 5 (3), 231-256.
13. Yang, H., & Shen, J. (2006). When is an external evaluator no longer external? Reflections on some ethical issues. American Journal of Evaluation, 27 (3), 378-382.
14. Rodriguez-Campo, L., Rincones-Gomez, R., & Shen, J. (2005). Secondary principals educational attainment, experience, and professional development. International Journal of Leadership in Education, 8 (4), 309-319.
15. Shen, J., & Palmer, L. B. (2005). Attrition patterns of inadequately prepared teachers. In J. R. Dangel & E. M. Guyton (Eds.), Research on alternative and non-traditional education (Teacher education yearbook XIII) (pp. 143-157). Lanham, MD: Scarecrow.
16. Yang, H., Shen, J., Cao, H., & Warfield, C. (2004). Multilevel evaluation alignment: An explication of a four-step model. American Journal of Evaluation, 25 (4), 493-507.
17. Shen, J., Lu, X., & Kretovics, J. (2004). Improving the education of students placed at risk through school-university partnerships. Educational Horizons, 82, 184-193.
18. Shen, J., Mansberger, N. B., Yang, H. (2004). Teacher Quality and Students Placed at Risk: Results from the Baccalaureate and Beyond Longitudinal Study 1993-97. Educational Horizons, 82, 226-235.
19. Shen, J., Cooley, V., & Wegenke, G. (2004). Perspectives on factors influencing application of principalship: A comparative study of teachers, principals, and superintendents. International Journal of Leadership in Education, 7 (1), 57-70.
20. Shen, J., Wegenke, G. L., & Cooley, V. E. (2003). Has the public teaching force become more diversified: National and longitudinal perspectives on gender, race, and ethnicity. Educational Horizons, 81, 112-118.
21. Shen, J., & Poppink, S. (2003). The certification characteristics of the public school teaching force: National, longitudinal, and comparative perspectives. Educational Horizons, 81, 130-137.
22. Shen, J., & Crawford, C. S. (2003). The characteristic of the secondary principalship: An introduction to the special issue. NASSP Bulletin, 87 (634), 2-8.
23. Cooley, V. E., & Shen, J. (2003). School accountability and professional job responsibilities: A perspective from secondary principals. NASSP Bulletin, 87 (634), 10-25.

24. Poppink, S., & Shen, J. (2003). Secondary principals' salaries: A national, longitudinal study. NASSP Bulletin, 87 (634), 67-82.
25. Kwak, C.M., Shen, J., & Kavanaugh, A. L. (2002). An overview of the practice and development of service-learning. Educational Horizons, 80, 190-194.
26. Shen, J. (2002). Student teaching in the context of school-university partnership: A case study of a student teacher. Education, 122 (3), 564-580.
27. VanderJagt, D., Shen, J., & Hsieh, C. (2001). Elementary and secondary public school principals' perceptions of school problems. Educational Research Quarterly, 25 (2), 39-51.
28. Hsieh, C., & Shen, J. (2001). Is school choice a mechanism for sustaining changes? Implications from a national survey. The Clearing House, 75 (2), 88-91.
29. Shen, J. (2001). Teacher and Principal empowerment: National, longitudinal, and comparative perspectives. Educational Horizons, 79 (3), 124-129.
30. Keiser, N. M., & Shen, J. (2000). Principals' and teachers' perceptions of teacher empowerment. Journal of Leadership Studies, 7 (3), 115-121.
31. Ruhl-Smith, C., Smith, J., Cooley, V. E., & Shen, J. (2000). Gender differences related to reasons for entering and leaving administrative positions: A research investigation. Education Leadership Review, 1 (3), 45-51
32. Shen, J., Rodriguez-Campo, L., & Rincones-Gomez, R. (2000). Characteristics of urban school principals: A national trend study. Education and Urban Society, 32 (4), 481-491.
33. Cooley, V. E., & Shen, J. (2000). Factors influencing applying for urban principalship. Education and Urban Society, 32 (4), 443-454.
34. Shen, J. (2000). The impact of the alternative certification policy: Multiple perspectives. In J. D. McIntyre & D. M. Byrd (Eds.), Research on effective models for teacher education: Teacher Education year book VIII (pp. 235-247). Thousand Oaks, CA: Corwin.
35. Shen, J. (1999). Connecting educational theory, research, and practice: John I. Goodlad's research. Journal of Thought, 34 (4), 25-96.
36. Shen, J. (1999). Alternative certification and math and science teachers. Educational Horizons, 78 (1), 44-48.
37. Shen, J., Cooley, V. E., Ruhl-Smith, C. (1999). Entering and leaving school administrative positions. International Journal of Leadership in Education, 2 (4), 353-367.

38. Ruhl-Smith, C., Shen, J., & Cooley, V. E. (1999). Gender differences in the reasons for entering and leaving educational administration: Discriminant function analyses. The Journal of Psychology, 133 (6), 596-604.
39. Shen, J. (1999). A principal components analysis of latent structures of mission involvement and promotion criteria as perceived by education faculty members in three types of institutions. Educational Research Quarterly, 22 (3), 47-58.
40. Shen, J., Cooley, V. E., Ruhl-Smith, C., & Keiser, N. (1999). Quality and impact of educational leadership programs: A national study. Journal of Leadership Studies, 6 (1 & 2), 3-16.
41. Shen, J., & Hsieh, C.-L. (1999). The instructional goals of the school leadership program: Future school leaders' and educational leadership professors' perspectives. Journal of School Leadership, 9 (1), 79-91.
42. Shen, J., & Hsieh, C. (1999). Improving the professional status of teaching: Perspectives of future teachers, current teachers, and education professors. Teaching and Teacher Education, 15 (3), 315-323.
43. Shen, J., & Yuan, B-J. (1999). Moral values held by only children and sibling children in Mainland China. The Journal of Psychology 130 (1), 115-124.
44. Cooley, V. E., Shen, J., & Ruhl-Smith, C. (1998). Factors affecting teachers applying for administrative positions. Journal of Employment in Education, (3), 33-45.
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46. Shen, J. (1998). Alternative certification: A complicated research topic. Educational Evaluation and Policy Analysis, 20 (4), 316-319.
47. Portin, B. S., & Shen, J. (1998). The changing principalship: Its current status, variability, and impact. The Journal of Leadership Studies, 5 (3), 93-113.
48. Shen, J. (1998). The impact of the alternative certification policy on the elementary and secondary teaching force in public schools. Journal of Research and Development in Education, 32, 9-16.
49. Hsieh, C., & Shen, J. (1998). Teachers', principals', and superintendents' perceptions of leadership. School Leadership and Management, 18 (1), 107-121.
50. Yuan, B-J., & Shen, J. (1998). Moral values held by early adolescents in Taiwan and Mainland China. Journal of Moral Education, 27 (2), 191-207.

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52. Shen, J. (1997). Teacher retention and attrition in public schools: Evidence from SASS91. Journal of Educational Research, 91 (2), 81-88.
53. Cooley, V. E., & Shen, J. (1997). Are schools and families ready for school learning: Reflections from a national longitudinal study. Educational Horizons, 76 (2), 81-86.
54. Shen, J. (1997). Has the alternative certification policy materialized its promise? A comparison between traditionally and alternatively certified teachers in public schools. Educational Evaluation and Policy Analysis, 19 (3), 276-283.
55. Shen, J. (1997). How to reduce teacher attrition in public schools: Policy implications from a national study. Educational Horizons, 76 (1), 33-39.
56. Shen, J. (1997) Structure of the theoretical concept of educational goals: A test of the factorial validity. Journal of Experimental Education, 65 (4), 342-352.
57. Shen, J. (1997). Mission involvement and promotion criteria in schools, colleges, and departments of education. American Journal of Education, 105 (2), 186-211.
58. Shen, J. (1996). A study of contrast: Visions of preservice teacher education in the context of a professional development school. The Professional Educator, 18 (2), 45-58.
59. Shen, J. (1995). Faculty fragmentation and teacher education in schools, colleges, and departments of education. Journal of Teacher Education, 46 (2), 141-149.
60. Shen, J. (1995). A multiple-perspective approach to policy analysis and its application to college entrance policy in the People's Republic of China. Journal of Education Policy, 10 (1), 75-93.
61. Shen, J. (1994). Educational policy in the People's Republic of China: A political influence perspective. Journal of Education Policy, 9 (1), 1-13.
62. Shen, J. (1994). Ideological management in textbooks: A study of the changing image of the United States in China's geography textbooks. Theory and Research in Social Education, 22 (2), 1-21.
63. Shen, J., & Chen, G. (1994). Mao Zedong's educational thoughts revisited. Canadian and International Education, 23 (1), 67-82.
64. Shen, J. (1994). Nation-state approach and world systems analysis: A new perspective on comparative education. Canadian and International Education, 23 (2), 1-12.

65. Shen, J. (1993). "Teaching as a moral enterprise" revisited. Review of Education, 15 (3-4), 333-339.

Non-refereed articles in English

1. Shen, J. (2003). Have minority students had a fair share of quality teachers? Results from a national, longitudinal study (1987-88 to 1999-2000). Race and Poverty, 12 (4), 7-8.
2. Shen, J. (2001). John I. Goodlad. In J. Palmer (Ed.), Fifty modern thinkers on education: From Piaget to the present (pp. 122-127). London: Routledge.
3. Shen, J. (2001). Confucius. In J. Palmer (Ed.), Fifty major thinkers on education: From Confucius to Dewey (pp.1-5). London: Routledge.
4. Cooley, V. E., & Shen, J. (1999). Who will lead: The top 10 factors that influence teachers moving into administration. NASSP Bulletin, 83 (606), 75-80.
5. Shen, J. (1999). A selected, annotated bibliography of John I. Goodlad's publication. In R. Soder & K. A. Sirotnik (Eds.), Essays in honor of John I. Goodlad. New York: Peter Lang.
6. Portin, B., Shen, J., & Williams, R. (1998). The changing principalship and its impact: Voices from principals. NASSP Bulletin, 82 (602), 1-8.
7. Shen, J. (1998). Do teachers feel empowered? Educational Leadership, 55 (7), 35-36.
8. Shen, J. (1997). The evolution of violence in schools. Educational Leadership, 55 (2), 18-20.
9. Shen, J. (1994). Voices from the field: Emerging issues from a school-university partnership. Metropolitan Universities, 5 (2), 77-85.
10. Shen, J. (1993). Voices from the field: the school-based PDS faculty members' vision of preservice teacher education in the context of a professional development school. Occasional Paper No. 16. Seattle: Center for Educational Renewal, University of Washington.

Refereed presentations in English

1. Shen, J. et al. (2008). Using data for decision making: Perspectives from 16 principals. Paper presented at 2008 AEAR meeting in New York, NY.

2. Shen, J. et al. (2007). Teacher retention and attrition in public schools. Evidence from SASS 99-00. Paper presented at the 2007 AERA Meeting in Chicago, IL.
3. Lu, X., Shen, J. To, D. (2006). Are teachers highly qualified? A national study of secondary public school teachers using SASS 1999-2000. Paper presented at the 2005 AERA Meeting in San Francisco, CA.
4. Rainey, J. M., Haas, J., Ridders, J., Cooley, V. E., Wegenke, G., and Shen, J. (2005). K-12 public schools and university collaborative professional development for aspiring and practicing principals. Paper presented at the 2005 AASA Meeting in San Antonio, TX.
5. Shen, J. & Palmer, L. B. (2005). Attrition patterns of inadequately prepared teachers. Paper presented for presentation at 2005 Annual Meeting of Association of Teacher Educators, Chicago, February 15, 2005.
6. Yang, H., Behrens, T., Shen, J. (2004). Fundamental issues in cluster evaluation. Presented at the 2004 Annual Meeting of American Evaluation Association, Atlanta, GA
7. Yang, H., Shen, J., Warfield, C. W. (2004). Multi-level evaluation alignment: From theory to practice. Paper presented at the 2004 Annual Meeting of American Evaluation Association, Atlanta, GA.
8. Ma, X., & Shen, J. (2004). Curricular and instructional practice in the context of systemic change: A national, longitudinal, and multi-level study. Paper presented at the 2003 Annual Meeting of American Educational Research Association, Chicago, IL.
9. Yang, H., Shen, J., Cao, H., Warfield, C. (2003). Multilevel evaluation alignment: An explication of a five-step model. Paper presented at the 2003 Annual Meeting of American Evaluation Association, Reno, Nevada.
10. Shen, J. (2003, April). Are alternatively certified teachers loyal to the teaching profession? Paper presented at 2003 AERA meeting, Chicago.
11. Lu, K., Shen, J., & Kretovics, J. (2003, April). The concept of school-university partnership: A qualitative study of the perceptions of school and university faculty members. Paper presented at 2003 AERA meeting, Chicago
12. Shen, J. (2002, April). Teacher Attrition in Public Schools: A National, Longitudinal Study. Paper presented at 2002 AERA meeting, New Orleans.
13. Shen, J. (2002, April). Teacher Attrition in Public Schools: A National, Longitudinal Study. Paper accepted for presentation at 2002 AERA meeting, New Orleans.
14. Shen, J., & Hsieh, C. (2002, April). Characteristics of Public School Principals: A National Trend Study. Paper accepted for presentation at 2002 AERA meeting, New Orleans.

15. Shen, J. & Hsieh, C. (April, 2002). Parents' Characteristics and School Choice: Evidence from NHES93. Paper accepted for presentation at 2002 AERA meeting, New Orleans.
16. Shen, J., & Cooley, V. E. (2001, April). Factors influencing applying for principalship positions: Teachers', principals', and superintendents' perspectives. Paper presented at 2001 AERA meeting, Seattle.
17. Cooley, V. E., Wegenke, G., Shen, J. (2001, February). The educational leadership academy: Building an administration candidate pool through collaboration. Paper presented at the 2001 Conference-Within-A-Conference, AASA Annual Meeting, New Orleans.
18. Shen, J. (2000, April). Moral values held by early adolescents in Taiwan and Mainland China: A trend study. Paper presented at the 2000 AERA meeting, New Orleans, Louisiana.
19. Hsieh, C., & Shen, J. (2000, April). Parental characteristics and school choice: A national study. Paper presented at the 2000 AERA meeting, New Orleans, Louisiana.
20. Cooley, V. E., Shen, J., & Ruhl-Smith, R. (2000, March). Major factors influencing administrators applying for administrative positions: Perspectives of teachers, principals, and superintendents. Paper presented at the 11th annual AASA conference, San Francisco, CA.
21. Shen, J. (2000, February). The impact of alternative certification: Multiple Perspectives. Paper presented at the Annual Meeting of Association of Teacher Educators. New Orlando, FL.
22. Shen, J., Cooley, V. E., & Ruhl-Smith, C. (1999, April). Reasons for entering and leaving educational leadership positions. Paper accepted by the 1999 AERA meeting, Montreal, Canada.
23. Shen, J., & Hsieh, C. (1999, April). Improving the professional status of teaching: Perspectives of future teachers, current teachers, and education professors. Paper accepted by the 1999 AERA meeting, Montreal, Canada.
24. Ruhl-Smith, C., Cooley, V.E., & Shen, J. (1992, February). Gender differences related to entering and leaving administrative position: An examination. Paper presented AASA's 131st Annual Conference and Exhibits, New Orleans, Louisiana.
25. Shen, J. (1998, April). The impact of the alternative certification policy on the public teaching force. Paper presented at the 1998 AERA meeting, San Diego, CA.
26. Shen, J. (1998, April). The promotion criteria in schools, colleges, and departments of education. Paper presented at the 1998 AERA meeting, San Diego, CA.

27. Cooley, V.E., Shen, J., & Ruhl-Smith, C. (1998, February). Factors related to administrators entering and leaving educational leadership positions. Paper presented at the 1998 Conference within a Conference of American Association of School Administrators, San Diego, CA.
28. Shen, J. (1997, April). Alternatively and traditionally certified teachers in public schools. Poster session presented at the 1997 AERA meeting, Chicago.
29. Shen, J. (1997, April). Teacher retention and attrition in public schools. Poster session presented at the 1997 AERA meeting, Chicago.
30. Shen, J. (1997, April). A principal components analysis of latent structures of mission involvement and promotion criteria as perceived by faculty members in three types of institutions. Paper presented at the 1997 AERA meeting, Chicago.
31. Shen, J., & B. Yuan (1997, April). A comparison of moral values held by only and sibling children in Mainland China. Paper presented at 1997 Comparative and International Education Society meeting in Mexico City, Mexico.
32. Shen, J. (1996, April). An inquiry into the relationship between mission involvement and promotion criteria in schools, colleges, and departments of education. Paper presented at 1996 AERA meeting, New York, NY.
33. Shen, J. (1996, April). Motivations and patterns in school-university partnerships: A conceptualization of interorganizational relationships. Paper presented at 1996 AERA meeting, New York, NY.
34. Yuan, B., & Shen, J. (1996, February). A comparative study of moral values held by adolescents in Mainland China and Taiwan. Paper presented at Comparative and International Education Society (CIES) annual meeting, Williamsburg, Virginia.
35. Shen, J. (1995, April). Student teaching in the context of school-university partnership: An ethnographic study of a student teacher. Paper presented at the American Educational Research Association (AERA) annual meeting, San Francisco.
36. Shen, J. (1995, April). Faculty fragmentation and teacher education in SCDEs. Paper presented at the American Educational Research Association (AERA) annual meeting, San Francisco.
37. Shen, J. (1994, April). Ideological management in textbooks: A study of the changing images of the U.S. in China's geography textbooks. Paper presented at American Educational Research Association (AERA) annual meeting, New Orleans.

38. Shen, J. (1994, March). Nation-state approach and world systems analysis: A new perspective. Paper presented at the Comparative and International Education Society (CIES) annual meeting, San Diego, CA.
39. Shen, J. (1994, March). Mao Zedong's educational thoughts revisited. Paper presented at the Comparative and International Education Society (CIES) annual meeting, San Diego, CA..
40. Shen, J. (1994, March). Minority education in China: A perspective from ethnicity. Paper presented at the Comparative and International Education Society (CIES) annual meeting, San Diego, CA.
41. Shen, J. (1994, February). A Study of contrast: School-based faculty's vision of preservice teacher education in the context of professional development school. Paper presented at the American Association of Colleges for Teacher Education (AACTE) annual meeting, Chicago.

Non-refereed presentations in English

1. Shen, J. (1999, October 14). Alternative certification, minority teachers, and urban education. Presented at the National Academy of Education/Spencer Fellow Retreat, University of Pittsburgh.

Awards

As a PI or co-PI, received about \$ 6.3 million in grants from the federal government and foundations.

Appendix 9. Bibliography

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Budget Narrative

Budget Narrative

Attachment 1:

Title: **Budget Narrative** Pages: **2** Uploaded File: **Budget Narrative.pdf**

Budget Narrative

Overview

The \$3,527,438 budget provides intensive training and development to 100 Michigan leaders to participate in seven research-based modules over a five-year period. The budget explanation is presented in the following seven categories.

Senior Personnel

Drs. Cooley and Shen will serve as co-principle investigators and will share responsibility for the (1) Design and administration of the context analysis; (2) module development and delivery; (3) design and implement the mentoring program; (4) design and monitor module maintenance activities; (5) operations including formative and summative assessments; (6) scheduling; (7) research and, (8) oversight of the budget. Dr. Cooley will spend 40% of his time on the project. His salary ranges from \$57,036 in year 1 to \$66,725 in year 5. Dr. Shen will spend 69 % of his time on the project. His salary will ranges from \$61,065 in year 1 to \$71,437 in year 5, and three-course buyout for each year. Per university policy, a 4% increase is allocated for each year.

Faculty and Support Staff

The project is designed to provide a seamless transition using the same personnel for program development and delivery and to mentor 25 principals and 25 aspiring leaders in each of the two cohorts. Each of the six faculty members will be contracted for 181 days over five years. Salaries for support team members will range from \$17,595 in year 1 to \$20,622 in year 5. Responsibilities include: (1) Development and delivery of one module; (2) mentor 5 principals and 5 aspiring principals for a total for 14 days per building; (3) involvement in maintenance events to facilitate implementation of module concepts; and, (4) participation in two team meetings per month.

Dr. Mark Rainey will develop two modules and assist with recruitment and logistics. His salary for two modules and logistical support is \$39,990 with a 4% increase per year.

Dr. Robert Lenaway will provide technological support throughout the project and: (1) design webinars; (2) websites; and (3) establish technological platforms for video conferencing between WMU faculty and the aspiring and practicing principals. His 2010-2011 salary is \$8961. Dr. Sue Poppink will assist in developing a handbook for mentors and mentees and assist with evaluation/research initiatives. Her 2010-2011 salary is \$8975. Per university policy, a 4% increase is allocated for each year for faculty salaries. .

The College of Education has approved a three course buyout (\$35,000) for Dr. Shen for the purpose of conducting evaluation/research related to the project during the academic year. Dr. Shen will lead evaluation/research over the duration of the project.

The sum of \$10,000 has been budgeted per year for clerical support. This includes support for mailings, material preparation, processing of requisitions, compiling data for reports, completion of handbooks, and other documents.

The summer fringe rate (.2265) is used for all salaries to reduce fringe costs. Total fringe for year 1 is \$76,359 with the five year total of \$420, 284 for the entire team

Program Cost Travel

Fourteen days of mentoring (2 days per module) will be provided to each aspiring and practicing principal. Mileage for the seven mentors has been calculated at \$16,500 per year with a five year total of \$91,388. Funds have also been allocated for team (Cooley, Shen, Rainey) visits to schools \$2,750 and a total of \$13,750. Other travel costs include \$2,000 per year for lodging due to weather issues (five year total, \$10,618). The sum of \$6,000 per year has been budgeted for conferences.

Participant and Trainee Support

Incentives and stipends are provided for each of the 50 pairs of practicing and aspiring principals as well as their schools for professional development, data collection, and renewal activities related to each module. The sum of \$6,000 is budgeted over the 2.5 years for each pair of practicing and aspiring principals as well as their schools. The five-year total for two cohorts is \$300,000 ($\$6,000 * 50$ pairs of practicing and aspiring principals as well as their schools).

Funds have been allocated for participant lodging for module training. A total of 17.5 days will be funded for each cohort over the 2.5 year cohort (total 5 years \$312, 177). In addition to module training, four one day meetings per year (\$11,200 - \$18,128 over five years) provide ongoing professional development and maintenance support to participants to assist with module implementation. An advisory council comprised of superintendents, business officials, and community members will meet three times per year to discuss program implementation challenges (\$2,930 for 5 years).

Materials and Supplies

The sum of \$150 per participant has been budgeted for materials, books, and supplies each year. The total expenditure for five years is \$42,656. Eight laptop computers will provide equipment for module development, implementation, and mentoring activities. The total supply budget including consumables and equipment is \$91,482 for five years.

Other Costs

Funds are allocated for publication costs (\$5,000 per year x 5 years), facility rental fees for one day seminars (\$5,000 for a five year project total of \$25,505). The sum of \$25,000 has been

budgeted each year for research activities which includes data collection and data analysis for a total of \$125,000 over five years.

Totals

Total expenditures for five years are \$3,527,438. This includes \$199,534 of indirect costs.

Direct costs for the project are \$3,327,904.